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ABSTRACT

Intended for parents and reading teachers, this annotated bibliography contains materials concerning parent involvement with reading. The bibliography provides suggestions and information for professionals and parents concerning (1) home activities that assist the development of general school and reading readiness, (2) support of the school instructional program and (3) book selection. The book is divided into four sections: materials for parents at four levels--preschool/readiness, elementary (grades 1-6), secondary, and general; materials for professionals, including books, journal articles and research, parent involvement program descriptions, and twelve bibliographies; books and pamphlets for parents published by schools, commercial publishers, and public service agencies; and (4) addresses of organizations and publishers who publish information or periodicals useful to parents, children, and professionals, as well as booklists, children's book awards, and audiovisual materials for use with parents. (EL)

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CHILDREN, PARENTS, AND READING

An Annotated Bibliography

Compiled by
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For the Parents and Reading Committee

1985

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CONTENTS

Parents and Reading Committee *iv*
Introduction *vi*

1 **Section One Parents and Reading**
Preschool/Readiness *1*
Elementary *11*
Secondary *14*
General *14*

26 **Section Two Professionals and Home/School Involvement**
Books *26*
Journal Articles and Research *36*
Parent Involvement Program Descriptions *65*
Home Activities *75*
Bibliographies *86*

89 **Section Three Booklets and Pamphlets for Parents**
School Published *89*
Commercially Published *94*
Public Service Published *96*

106 **Section Four Miscellaneous**
Periodicals for Children *106*
Periodicals for Parents *117*
Audiovisual Materials *119*
Booklists and Selection Aids *123*
Book Awards *136*

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The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinions on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

INTRODUCTION

The attempt by schools to involve parents in the education of their children has varied from the minimum level of issuing report cards to recent experiments in which parents work in the classroom with their children. From the early part of this century until the onset of federal aid to the schools, direct parent involvement in public school sectors was generally discouraged. Professionals believed that parents, not understanding child development, might do more harm than good when teaching their own children. This was especially true during the era when educators were opposed to anything similar to formal academic learning during the preschool years. A few exceptions were found in our review of the literature, notably Dewey's *School and Society* (1899) which is a collection of Dewey's famous lectures to parents based on his work in the laboratory school at the University of Chicago. Here, Dewey organized parents to participate with the teacher in the education of their children. Second is Montessori, whose initial Casa di Bambini (1906) in the San Lorenzo slum district of Rome, had an open-door policy for parents to spend whatever time they could with their children in school. For the most part, however, parents were not welcome in traditional classrooms during the instructional day. As late as the early 60s parent involvement in most schools consisted of open house observations, parent/teacher conferences, PTA activities, and assistance as "room mothers" on field trips and at classroom social events.

By the late 60s federal funding required parent involvement in Head Start and later in the 70s Right to Read programs. The results of parent involvement in the programs were positive and led to ever increasing ways of encouraging parent participation.

As schools attempted to involve parents, they began to search for help from a variety of sources including professional organizations. The curriculum area in which they sought help most frequently was reading. Recognizing this need, in 1971 the National Parent Teacher Association and the International Reading Association collaborated in the publication of *Parents and Reading* edited by Carl Smith, Chair of the first IRA Parents and Reading Committee. Subsequently, this committee has developed several resources to assist schools and other agencies through a networking system of sharing ideas on parent involvement. Each member of the Parents and Reading Committee has been responsible for a specific number of state and foreign affiliates. Through quarterly or monthly newsletters, the members share ideas for involvement projects with affiliated councils' Parents and Reading Committees, to promote parent understanding and encouragement of reading. State Parents and Reading Committee chairpersons are encouraged to share this information with each locally affiliated council.

Since shortly after its formation, the Parents and Reading Committee has organized and presented a special session for parents at each annual IRA convention, working closely with the local host councils and the schools in the host cities. In addition, the Committee has produced a slide/tape show for parents which members may borrow; suggested and contributed to the *News for Parents* newsletter/column published by IRA; served as representative of IRA at conferences specifically concerned with the family and education; and established a computerized bank of successful Parents and Reading Project descriptions to assist councils in planning their own projects.

As the committee worked on all of the projects described, it became aware of the need to gather and annotate materials useful to both parents and educators concerning parent involvement. IRA Headquarters has received numerous requests for books to suggest to parents; books and articles for teachers; parent involvement program descriptions; pamphlets and other printed material to give to parents; and audiovisual aids useful for parent education sessions.

To meet these requests, the Parents and Reading Committee was charged in 1980 to compile an annotated bibliography of sources. In 1980 when we began this task, we felt very confident that it could be accomplished within one year's time. We soon discovered that there were many more publications than anticipated and that not all of them could be located within the professional literature. Our search led us from one source to another until we believed we had thoroughly searched the literature. Just when we felt "now we have it all" we would find another reference cited and begin the task of locating it in order to read and summarize it. Finally, we observed that publications aimed at parents seemed to be pouring off the presses and we had to set a cut-off date of June 1984 for inclusion in this bibliography.

As in all annotated bibliographies, we found we had to set some criteria for inclusion and these summaries follow.

1. Information being conveyed must be related to the teaching of reading in more than an incidental way.
2. Information must be related to home/school cooperation relative to the teaching of reading and/or readiness.
3. Selections must represent sound advice to professionals and parents.
4. Selections should not include annotations of commercially produced home teaching materials.
5. Selections might include items now out of print which were considered to be important or useful in this field and which might still be available to parents and educators.
6. Selections must be judged useful to both parents and professionals, practically and theoretically, and include all ages of children and youth as well as information appropriate to parents and teachers of both normal and exceptional children.

We extended the scope of the bibliography to the earliest publication we could locate (1899) and began to evolve a classification scheme based on what we perceived would be helpful to users. We found that materials divided themselves generally into four broad categories.

1) Materials for parents specifying children's ages for which appropriate.

2) Books, journal articles, or reports aimed at professionals.

3) Booklets and pamphlets for parents published by schools, commercial publishers, and public service agencies.

4) Other sources of information and their addresses, such as children's magazines, government agencies, and professional organizations.

Additional sources which were not available for review and annotation are listed at the end of each section.

We are aware that our categories and the content we placed in them sometimes overlap, but it was our best judgment that certain content was more appropriate for parents of prereaders than parents of secondary readers, for example. We found very few sources for parents or educators written exclusively about secondary level students and parent involvement. Those selections which were aimed at parents of children of any age were placed in a category called General. Therefore, additional secondary level information can be located in both the Secondary and General subsections. Our hope is that the categories do not deter either the professional or the parent from exploring the total bibliography.

We envision the bibliography as useful to both parents and professionals. Parents will find many sources of information and suggestions for 1) home activities that assist the development of general school and reading readiness; 2) support of the school instructional program during the school years; 3) help in choosing books; and 4) lists of children's and parents' magazines. Professionals will find the Parent section informative, and we hope they will find the sections on research, program descriptions, brochures and pamphlets, and home activities useful as well.

This is a large bibliography, yet we know we have not found all references possible. We did not, for example, cite all the articles published in magazines and journals aimed at the general public and indexed in the *Reader's Guide*. These are so numerous and so repetitious in content that we selected only a few representative ones by recognized reading experts.

We have placed the bibliography on word processing equipment for ease in updating and anticipate revision in a few years. If any reader knows of a source not included, please forward the reference to the authors in care of IRA Headquarters and we will obtain it for review and inclusion.

Several people have played roles in developing this bibliography. Among them are Elizabeth Galloway and Mary Hill of the 1980-1981 Parents and Reading Committee; Judy True of the 1984-1985 Parents and Reading Committee; Janet Likowski and James Hager; our typists, Cheryl Tracy and Jane Kane; and the IRA Headquarters staff, especially Ralph Staiger, former Executive Director, and Drew Cassidy. We are grateful also to the many publishers and public and private organizations who donated materials for review purposes. Last, without the support of Thomas Frew, Chairperson of Specialized Instructional Programs Department at Cleveland State University, the completion of this project would not have been possible. Our thanks to all who helped us.

MMB
BHH

Section 1 PARENTS AND READING

The selections in this section are aimed specifically at parents and are divided into Preschool/Readiness, Elementary (grades 1-6), Secondary, and General. The latter includes information on parenting skills and activities which support learning to read, reading to learn, and reading for enrichment and pleasure. (See also Booklists and Awards in Section Four.)

The number of items in the General category far exceeds the number in other sections. Most authors have attempted to provide information for parents of children of all ages, including secondary level. Thus, items in this section overlap all the other categories.

Our review found that, even in material dealing with general parenting skills as contrasted with parent skills in teaching reading, authors linked quality parenting to children's school achievement, and to reading achievement, in particular.

The Preschool/Readiness section has the second largest number of citations. Books and articles for parents include many which suggest activities to assist the child's general cognitive development from birth through the preschool years. Early publications for parents were found to be more theoretical than practical. Following the advent of extensive infant and early learning research, information is more practical, is presented in a simple and visually clear manner, and often is presented in a lesson plan format. Many of these books and articles contain helpful illustrations to assist in understanding procedures. In general, we found the materials contain exceptionally sound advice with specific recommendations that parents not force young children into any activity they resist.

Less material was found for parents of elementary children with only five sources specifically for parents of secondary students (dealing mainly with reading). However, many of the citations in the general section relate to the secondary level.

Preschool/Readiness

Appelbaum, Marilyn. "Do's and Don'ts for Montessori Parents in the Home," *National Montessori Reporter,* 5. (December 1981), 11.

Lists suggestions that can help children bridge the gap between home and school.

10

Avery, Marie, & Alice Higgins. *Help Your Child Learn How to Learn.* Englewood Cliffs, New Jersey: Prentice-Hall, 1962.

Describes sequence of principles and concepts necessary to learning and gives detailed instructions parents can follow to aid the process of learning in preschool years and during school. Includes chapters on perception, readiness, beginning reading and numbers, as well as lists of words to increase children's oral vocabulary.

Baratta-Lorton, Mary. *Workjobs for Parents: Activity-Centered Learning in the Home.* Reading, Massachusetts: Addison-Wesley, 1975.

Describes manipulative activities to help children develop language and number skills using items found in the home. Each activity isolates a single concept.

Bell, T.H. *Your Child's Intellect: A Guide to Home Based Preschool Education.* Salt Lake City, Utah: Olympus, 1973.

Describes home activities for children from birth through five years of age – activities which will create an atmosphere to help children learn how to learn. Book is written as a text for teaching parents how to teach their children how to learn. Illustrated with photographs of parents doing the suggested activities with their children.

Brogan, Peggy, & Marie Clay. *Reading Begins at Home.* Auckland, New Zealand and Exeter, New Hampshire: Heinemann Educational Books, 1979.

See revised edition under Butler & Clay.

Butler, Dorothy. *Babies Need Books.* New York: Atheneum, 1982.

Describes importance of books in children's lives and suggests books for each age from the first year to age six. Books suggested have brief annotations.

Butler, Dorothy. *Cushla and Her Books.* Boston: The Horn Book, 1980.

Describes how books became the successful therapeutic medium by which a child with multiple birth defects learned to cope. (Originally written as the author's doctoral thesis.)

Butler, Dorothy, & Marie Clay. *Reading Begins at Home.* Exeter, New Hampshire: Heinemann Educational Books, 1982.

Describes activities parents can do with preschool children, based on Frank Smith's principle that it is what the brain says to the eye that is important. Format is conversational questions and answers.

Caney, S. *Play Book.* New York: Workman, 1975.

Clear, lively directions and photographs of 70 ingenious activities for children. Good resource for parents and for preschool and elementary teachers.

Cedaline, Anthony. *A Parent's Guide to School Readiness.* Palo Alto, California: Academic Therapy Press, 1972.

Provides informational guidelines for parents and teachers in five individual developmental areas of children's growth: physiological, social, emotional, intellectual, and language development.

DeFranco, Ellen B., & M. Pickarts. *Dear Parents: Help Your Child to Read!* New York: American Book, 1972.

Provides detailed directions for 76 activities parents can do with their children from prereading through beginning reading. Written clearly with illustrations.

DeFranco, Ellen B. *Learning Activities for Preschool Children: A Home Teaching Handbook for Parents and Teachers.* Salt Lake City, Utah: Olympus, 1975.

Based on two home teaching programs in Utah and California. Collection of simple learning activities for home or school based education of preschoolers. Includes over 40 learning games in language and sensory motor development, math, and science. Presents ideas for how to conduct and adapt games to individual children.

DeSalvo, Nancy. *Beginnings for Babies: Infant Information Kit.* Farmington, Village Library, 1982.

Includes resource lists of materials for use with children under three years of age for every area of their development.

Dodson, Fitzhugh. *Give Your Child a Head Start in Reading.* New York: Simon & Schuster/Fireside, 1981.

An illustrated collection of modern nursery rhymes for reading aloud, advice on getting children ready to read, and lists of books for parents to read to children ages 2-6.

Doman, Glenn. *Teach Your Baby to Read.* London: Jonathan Cape, 1965.

Describes a teaching system which was an outgrowth of work with brain injured children at the Rehabilitation Center in Philadelphia. Author cautions against any use of pressure by parents.

Dzama, Mary Ann, & Robert Gilstrap. *Ready to Read: A Parents' Guide.* New York: Wiley Press, 1983.

Paperback designed to help parents promote reading by describing reading readiness activities and experiences that contribute to children's readiness for reading.

Engelmann, S., & T. Engelmann. *Give Your Child A Superior Mind: A Program for the Preschool Child.* New York: Simon & Schuster, 1966.

Describes a systematic program for parents to use to help their preschoolers develop language and thinking skills needed for school learning.

Ervine, J. *How to Help Your Preschooler Become a Good Reader.* Boston: Allyn & Bacon, 1983.

Describes activities parents can use to prepare their children for reading.

Fuller, Harriet R., & Bonnie J. Stuelpe. "Learning Experiences with Infants," in F. Johnson (Ed.), *Start Early for an Early Start: You and the Young Child.* Chicago: American Library Association, 1976, 13-21.

Describes picture books and musical activities to use with infants and gives extensive lists of books and records for young children.

Gelazo, Philip, Richard Kearsley, & Judy Ungerer. *Learning to Speak: A Manual for Parents.* Hillsdale, New Jersey: Erlbaum, 1984.

Identifies factors which impede the emergence of language and offers a means for parents to assist the speech therapist in overcoming obstacles to development.

Gitter, Lena. *Ready Your Child for School the Montessori Way.* New York: St. Meinrad Archabbey, 1969.

Discusses ways parents can provide a physical and psychological home environment which will foster love of learning and habits necessary for school achievement.

Gordon, Ira J., & others. *Baby Learning through Baby Play.* New York: St. Martin's Press, 1970.

Activities for infants to stimulate cognitive growth. Illustrated with line drawings and very easy to read.

Gordon, Ira J., & others. *Child Learning through Child Play.* New York: St. Martin's Press, 1972.

Describes activities for two and three year olds in sorting and matching, language growth, and word play. Easy to read.

Gordon, Ira. *The Infant Experience.* Columbus, Ohio: Charles E. Merrill, 1975.

Describes infant learning and how parents can assist the infant to learn. (out of print)

Gregg, Elizabeth M., & members of the staff of the Boston Children's Medical Center. *What to Do When "There's Nothing to Do."* New York: Delacorte, 1968.

Contains play ideas for young children using materials found in the home.

Hainstock, Elizabeth. *Teaching Montessori in the Home: The Preschool Years.* New York: New American Library, 1971.

Describes activities parents can do in the home based on Montessori's ideas and materials. Includes beginning reading activities.

Hardt, Elaine. *Four Minute Fun for Parents and Child.* Phoenix, Arizona: Horizons, 1976.

Approaches parent-child communications through a conversational learning experience for both child and parent. Offers over 100 ready to use plans, each outlining a four minute informal educational topic for the day.

Hatcher, C., & Hilda Mullen. *More than Words.* Pasadena, California: Parents for Movement, 1967.

Movement activities which serve as a basis for cognitive growth for children in home or in small groups.

Healy, Jane M. "The ABC of Teaching Your Child to Read," *Plain Dealer,* January 9, 1983, 1-C, 23-C.

First of three article series dealing with questions parents often ask about reading and suggestions for parents to use to start their children toward success in reading.

Healy, Jane M. "Give Your Child the Gift of a Lifetime: Words," *Plain Dealer,* January 10, 1983, 1-C, 2-C.

Second of three articles. Discusses reading as language and communication. Includes suggestions for improving children's language skills.

Healy, Jane M. "Encourage Your Child's Thinking to Mesh with Words," *Plain Dealer,* January 11, 1983, 1-C, 3-C.

Last of three articles; discusses ways parents can help children develop the perceptual skills, language, and brain power that provide a framework for good reading.

Help Your Child Get Ready to Read. Elizabethtown, Pennsylvania: Parent Involvement Series, n.d.

Directs parents in helping children develop prereading skills such as eye-hand coordination, listening, observing, speaking well, recognizing letters and words, and putting sentences together. (children 4-6 years)

Highlights Handbook for Beginners: First Steps in Getting Ready to Read. Columbus, Ohio: Highlights For Children, n.d.

Short, enjoyable, appropriate, and interesting readiness skill activities are provided for parents to use with prereading children to aid them in getting ready to read.

Home Helps for Learning. Columbus, Ohio: Highlights for Children, n.d.

Designed to help parents in their efforts to provide home experiences for preschooler that will make a difference in school performance. Topics discussed are: Using My Body, Me and My World, Expressing Myself, and Getting Ready for School.

Humphrey J., & J. Humphrey. *Help Your Child Learn the Three Rs through Active Play.* C. C. Thomas, 1980.

Authors discuss the value of active large and small muscle play activities in relation [illegible] academic learning; provide descriptions of activities for parents to do with their children.

Jett-Simpson, Mary. *Parents and Beginning Reading.* Atlanta: Humanics Limited, 1983.

Tells parents how to introduce children to the world of reading, gives an overview of language development, suggests games to enhance reading skills and establish a reading environment, and lists resources.

Johnson, Marjorie S. "Reading Readiness: What Parents Should Know about It," in Virginia H. Matthews (Ed.), *Parents and Beginning Reading.* Washington, D.C.: National Reading Center, 1972, 15-17. (ED 064 705)

Describes contents of reading readiness tests in general and things parents can do to prepare children for success on reading readiness tests and in learning to read.

Jones, M. *Guiding Your Child from 2-5.* New York: Harcourt Brace Jovanovich, 1968.

Suggests a variety of ways parents can guide children's development during the crucial learning years of 2-5.

Jones, S. *Good Things for Babies.* Boston: Houghton Mifflin, 1976.

A consumer guide to more than 250 products used during baby's first two years and a valuable resource for parents and caretakers. Products listed were chosen on the basis of maximum safety, convenience, and helpfulness.

Jones, S. *Learning for Little Kids: A Parent's Sourcebook for the Years 3-8.* Boston: Houghton Mifflin, 1979.

Superb resource book for parents or teachers containing information and suggestions for activities and learning materials relating to areas such as art, nature, fantasy, language, and mathematics, as well as value-laden subjects such as sex, birth, death, illness, divorce, adoption, and moving.

Kahn, David (Ed.). *Montessori Talks to Parents.* Cleveland, Ohio: North American Montessori Teachers Association, 1980.

A series of short paperback reprints of articles aimed at parents who wish to know how to best relate to their developing child in order to promote total growth, both spiritual and intellectual. Some are reprints of Montessori's writings while others are by modern child development experts. All written for parents. Discussion guides accompany each book.

Kimmel, Margaret Mary, & Elizabeth Segel. *For Reading Out Loud! A Guide to Sharing Books with Children.* New York: Delacorte Press, 1983.

Explains why and how to read aloud and identifies good books to hear and read aloud. Includes reviews of titles for elementary and middle school children and provides a list of books that emphasize geographic setting so children can read about places they've been or are interested in learning about.

LaCrosse, E. Robert. "Getting Ready to Read," in Virginia Matthews (Ed.), *Parents and Beginning Reading.* Washington, D.C.: National Reading Center, 1972, 1-3.

Describes how parents can help their child prepare for kindergarten.

Lally, J. Ronald, & Ira Gordon. *Learning Games for Infants and Toddlers.* Syracuse, New York: New Readers Press, 1977.

Activities for adults to do with children ages 2-24 months. The games help children use their bodies, learn language, begin to talk, and feel good about themselves and caregivers. Indexed by type of skill.

Larrick, Nancy. *Children's Reading Begins at Home: How Parents Can Help Their Young Children.* Winston-Salem, North Carolina: Starstream Products, 1980.

Short paperback book encourages parents to begin activities that prepare children for reading, with emphasis on reading aloud during the sensitive first four years of life.

Larrick, Nancy. *Encourage Your Child to Read: A Parent's Primer.* New York: Dell, 1980.

A 64 page purse sized booklet for parents giving suggestions on developing oral language skills, choosing children's books, reading at home, and other home activities.

Larrick, Nancy. "Reading Games to Play at Home," in Virginia H. Matthews (Ed.), *Parents and Beginning Reading.* Washington, D.C.: National Reading Center, 1972, 7-8. (ED 064 075)

Describes activities such as singing, storytelling, recognizing words in print, and reading stories to assist children in becoming happy readers at school.

Lindberg, Lucile. "Kindergarten: An Important Prereading Step," in Virginia Matthews (Ed.), *Parents and Beginning Reading.* Washington, D.C.: National Reading Center, 1972.

Describes how reading activities are present in an activity centered kindergarten program. Tells how the activities are the foundations for reading.

Marzolo, Jean. *Supertot: Creative Learning Activities for Children One to Three and Sympathetic Advice to Their Parents.* New York: Harper & Row, 1979.

Describes creative activities parents can do with their children to contribute to school achievement and later life skills.

Mather, J. *Learning Can Be Child's Play: How Parents Can Help Slower than Average Preschool Children Learn and Develop through Play Experience.* Nashville, Tennessee: Abingdon, 1976.

A "how-to" advice book for parents on what to do when babies or preschool children show signs of lagging behind. Two basic themes: developmental sequence and learning while playing.

Matterson, E.M. *Play and Playthings for the Preschool Child,* revised edition, E. Beyer (Ed.). Baltimore: Penguin Books, 1967.

Describes the value of play and items for play in relation to learning. Rich source of ideas for parents.

McKee, Paul. *Primer for Parents: How Your Child Learns to Read.* Boston: Houghton Mifflin, 1975.

Helps parents put themselves in the place of beginning readers so parents can realize what children are up against when they tackle new words and stories.

McKeown, Pamela. *Reading: A Basic Guide for Parents and Teachers.* London & Boston: Routledge & Kegan Paul, 1974.

Offers account of educational practices which can be used to motivate children through interplay with the environment.

Melton, D. *How to Help Your Preschooler Learn More—Faster and Better.* New York: D. McKay, 1976.

Melton relies heavily on the ideas of Doman (see Doman reference) and advocates using his methods to increase the potential of the normal child. Stresses home teaching as opposed to day care during child's early years.

Moss, Janette. *Insure that Your Child Will Read.* Newport Beach, California: Readers' Press, 1977.

Presents, in lesson plan format, activities for parents to do at home to teach reading to preschoolers and learning disabled children. After introductory chapter for parents, author gives activities for learning letter shapes, letter sounds, vocabulary, and reading.

Mountain, Lee. "How Parents Are Teaching Their Preschoolers to Read," in Carl Smith (Ed.), *Parents and Reading.* Newark, Delaware: International Reading Association, 1971.

Describes three activities parents can use to develop reading skills: word cards, experience stories, and phonics games. Includes directions for making materials.

Mountain, Lee Harrison. *How to Teach Reading before First Grade.* Highland Park, New Jersey: Dreier Educational Systems, 1970, 1981.

Gives suggestions to parents for teaching reading readiness skills and first sight words. Stresses use of the library, language usage, and reading to your child.

Nason, Leslie. *Help Your Child Succeed in School.* New York: Cornerstone, 1977.

Nason suggests many ways parents can help their children succeed in school including reading to them.

Pickering, C.T. *Helping Children Learn to Read: A Primer for Parents.* New York: Chesford, 1977.

Pickering presents a method parents may use to reinforce the school's teaching of reading or to teach preschoolers to read.

Rossi, Mary Jane Mangini. *Read to Me! Teach Me!* Wauwatosa, Wisconsin: American Baby Books, 1982.

Discusses types of books that will please children from infancy through early school years including over 600 picturebooks. Appealingly illustrated with black-and-white pictures from titles mentioned in the text.

Ryan, B. *How to Help Your Child Start School.* Aurora, Illinois: Caroline House, 1980.

Author presents practical ways for parents to prepare their child for school and to support the teacher's efforts. Emphasizes differences in developmental rates and that "pushing" can be counterproductive. Appears to be updated and revised edition of *Your Child and the First Year of School.* Cleveland, Ohio: World, 1969.

Ryan, B. *How to Help Your Child Start School: A Practical Guide for Parents and Teachers of Four to Six Year Olds.* New York: Putnam, 1981.

Describes activities for developing reading readiness skills including many listening and language activities.

Schwartzberg, Joanne G. "Parent Effectiveness: Helping Your Child Achieve Better Language at Home," *Volta Review,* 77 (May 1975), 296-302.

Primary emphasis is on hearing impaired children. Discusses what parents can do to encourage the language development of their children. *The Volta Review,* begun by Alexander Graham Bell in the early 1900s, has had many articles directed at ways parents can help their hearing impaired child. Early issues included stories on a wide variety of general information topics to be read to or by children. A great respect for the hearing impaired child's intelligence and curiosity has been a hallmark of this journal.

Sitnick, V., N. Rushmer, & R. Arpan. *Parent-Infant Communication.* Beaverton, Oregon: Dormac, 1978.

Includes curriculum for hearing impaired infants 0-4 years, and curriculum for parents of hearing impaired infants. These curricula center on skill development in auditory perception, receptive language, and expressive language. The infant curriculum specifies sequential skills in these areas; the parent curriculum specifies parallel skills parents will learn to enhance their child's acquisition of auditory and language behaviors.

Smethhurst, Wood. *Teaching Young Children to Read at Home.* New York: McGraw Hill, 1975.

Provides a history of teaching children to read in the home including a summary of research. Provides a step by step guide to teaching beginning reading skills using whole word and phonics approaches. Has a buyer's guide to materials and a reading list for parents and teachers.

Sparkman, Brandon, & Saul Sane. *Preparing Your Preschooler for Reading: A Book of Games.* New York: Schocken Books, 1977.

Hardcover book of activities parents can do at home with preschoolers. Uses simplified lesson plan format. Includes vocabulary growth, and visual and listening games. Index and appendices of book and record lists included.

Stein, Sara Bonnett. *New Parents' Guide to Early Learning*. New York: New American Library, 1971.

This practical guide tells new parents how to provide a stimulating learning environment for infants and toddlers.

Stein, S., & S. Lottick. *Three, Four, Open the Door.* Chicago: Follett, 1971.

Provides hundreds of activities suitable for young children at home or school. Most activities are creative and clearly described, although more illustrations would be helpful.

Teaching Your Child to Read. Ferguson, Missouri: Parent-Child Early Education, Ferguson-Florissant School, 1980.

Includes getting ready to read and beginning to read activities for children ages 4-6.

Wagner, G., & others. *Home Start Ideabook.* Darien, Connecticut: Early Years Press, 1976.

Contains many practical ideas parents can use to prepare their child for school.

White, Burton R. *The First Three Years of Life.* Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

Describes the importance of the early years and gives parents ideas and activities to do with the very young child.

Winick, Mariann. *Before the 3 Rs.* New York: David McKay, 1973.

This book, intended for parents and preschool workers, consists of reciprocal activities – satisfying and pleasurable while laying the basis for later learning – which stimulate intellectual and emotional development. Most are visual and tactile discrimination activities. Has excellent bibliography of sources.

Yelen, Beverly. *Reading Roots: Teach Your Child.* Atlanta: Humanics Limited, 1983.

Teaches color words and combines parental involvement with independent work by the child.

Additional Sources

The following titles were located in Books in Print or other sources but no copies were available for review purposes at the time of publication of this bibliography.

Berson, M.P. *Kindergarten: Your Child's Big Step.* New York: E.P. Dutton, 1959.
Schiavoni, L.D. *Help Your Child Read Better.* Chicago: Nelson Hall, 1977.

Elementary

Baron, Bruce, Christine Baron, & Bonnie MacDonald. *What Did You Learn In School Today? A Comprehensive Guide to Getting the Best Possible Education for Your Child.* New York: Warner Books, 1982.

Tells parents how to monitor their child's work and provides specific suggestions for remediating problem areas.

Clinard, Linda. *The Reading Triangle: Parents Can Help Children Succeed in Reading.* Farmington Hills, Michigan: Focus Publishing, 1981.

Clinard provides anecdotes and brief stories from her own experiences which demonstrate how parents can help children in language arts skills. Includes practical ideas for activities parents can do.

Cole, Ann, & others. *More Recipes for Fun.* Northfield, Illinois: PAR Project, 1970.

Suggests a variety of activities for children ages 3-11. (see below)

Cole, Ann, & others. *Recipes for Fun.* Northfield, Illinois: PAR Project, 1970.

Recommends play at home activities children enjoy and which contribute to learning to read. All can be done with objects available in the home.

Davis, Celestis. "Reading and Language Development in First Grade." in Virginia Matthews (Ed.), *Parents and Beginning Reading.* Washington, D.C.: National Reading Center, 1972, 12-14.

Discusses activities parents can do at home to support teacher's reading instruction at school. Stresses gradual learning steps and individual differences.

Dear Parents. Elizabethtown, Pennsylvania: Parent Involvement Series, n.d.

Discusses (in letter form) suggestions for parents on providing learning activities for children at home.

Ernst, Shirley. "Thirty-One Ways to Help Your Children Become Good Readers," paper presented at the Northwest Reading Consortium, January 1979. (ED 181 403)

Designed as a resource guide to help parents foster young children's interest and skill in reading. Paper includes a variety of suggestions, each with an accompanying rationale and explanation.

Ervin, Jane. *Your Child Can Read and You Can Help! A Book for Parents.* Garden City, New York: Doubleday, 1979.

Describes how parents can help children get ready to read and how they can cooperate with the school by using reinforcing activities related to books and reading at home.

Frank, Jasette. *Your Child's Reading Today.* New York: Doubleday, 1954.

An early book describing children's reading interests and the influence of television, radio, and comic books on deterring children from reading. Provides booklists for preschool through early teenage years.

Grayum, Helen. "How Parents' Attitudes Affect Children's Reading," *Reading Teacher,* 7 (April 1954), 195-199.

Tells how parents' attitudes affect children's reading achievement. Parents who encourage reading and are readers themselves build positive attitudes in their children.

Highlights Handbook for Beginners: Creative Thinking Activities. Columbus, Ohio: Highlights For Children, 1980.

Stimulates children's thinking ability by providing opportunities for them to relate their own experiences to the activities. Vocabulary is developed as words relate to pictures.

Kusnetz, Len. *Your Child Can Be a Super Reader.* Roslyn Heights, New York: Learning House, 1982.

Step-by-step instructions are given for parents to help their children in grades 3-5 read more easily and with better understanding. Books and magazines are described to match children's special interests and needs.

Morgan, W. *How to Help Your Child Learn to Read.* Daly City, California: Delta Sales, 1978.

Suggests activities for parents to do with their children during the initial period of learning to read.

Neff, Richard, & Robert Cienkus. *Parents' Handbook for Teaching Their Children Sight Vocabulary.* CRL Educational Enterprises, 1981.

This handbook is designed to aid parents in helping their children learn sight words by using a whole word approach. Includes a list of activities that can be done at home such as labeling objects and learning to read signs in their everyday environment. Some suggestions may be too technical for parents, however.

Oxenford, Velma. *Challenge to Parents: Improve Your Child's Reading.* Point Pleasant, New Jersey: Point Press, 1977.

Book of reading games and activities for children age 4-10 organized according to skill involved. Activities sequenced from easy to difficult within each category.

Ransom, Grace. "Reducing Pressures in Learning to Read," in Virginia Matthews (Ed.), *Parents and Beginning Reading.* Washington, D.C.: National Reading Center, 1972, 27-29.

Describes the many ways adults pressure children: anxiety about failure, unrealistic goals, poor language skills, unspoken feelings, and unfair comparisons. Stresses positive concern.

Reading at Home: A Parents' Guide to Helping Children Read. Cleveland, Ohio: Cleveland Public Schools, 1983.

Correlated to the system's competency test objectives for grades 1-8. This series of guides seeks to actively involve parents in the development of their children's reading skills. Each guide contains the reading skills to be learned each year, an explanation of each skill, activities to do with children, and a sample test question for each skill.

Reading Made Easy: A Handbook for Parents. Salt Lake City, Utah: Metra Sales and Consulting, n.d.

Intended for effective parent instruction, includes concepts to teach, how to teach each concept, how to reinforce and motivate, and how to correct mistakes. Critical aspects of reading are emphasized: basic attack skills, sight vocabulary, and reading comprehension.

Siders, Mary. *How to Grow a Happy Reader: A Gardening Guide for Parents.* Resource Monograph No. 6. Gainesville, Florida: Florida University P.K. Yonge Laboratory School, 1977.

Illustrated guide outlines for parents simple enrichment experiences designed to develop and encourage children's reading skills.

What to Teach Your Child. Elizabethtown, Pennsylvania: Parent Involvement Series, n.d.

Investigates the basic skills, such as controlling large and small muscles, understanding words and numbers, and becoming more independent and responsible. This handbook is for parents with children 4-6 years old.

Wilkens, Lea-Ruth. *Why Your Child Can Read.* Webster, Texas: Readon Publishing, 1980.

This little volume gives practical suggestions parents can use to foster reading interest and support the reading program of the school.

Wolf, Aline D. *Tutoring Is Caring: You Can Help Someone to Read.* Altoona, Pennsylvania: Tutoring Works, 1976.

Describes how to assist children and juveniles in mastering the spelling patterns and other complexities of reading. Includes special chapter on the learning disabled child.

Additional Sources

The following titles were located in *Books in Print* or other sources but no copies were available for review purposes at the time of publication of this bibliography.

Birlem, E. & K. Wiesindanger. *Parents: Help Your Child Become a Better Reader,* R. Reed (Ed.). New York: Research and Education Research Associates, 1982.

Denise, Sister Mary. *Parents and First Grade.* Winston-Salem, North Carolina: Dillon-Liederbach, 1971.

Secondary

Cohn, Marion. *Helping Your Teenage Student. What Parents Can Do to Improve Reading and Study Skills.* Bergenfield, New Jersey: New American Library, 1980.

Suggestions for parents of teenagers to help them master essential reading, writing, and study skills.

Johnson, Eric W. *How to Live through Junior High School.* New York: J. B. Lippincott, 1959.

Humorous guide for parents that may be somewhat dated in view of changing times and the increase of serious social and peer pressure problems facing today's junior high pupil.

Language Arts Committee of Division of Classroom Teachers. *...and It All Begins With Reading.* Columbus, Ohio: Ohio Education Association, 1980.

Describes statewide survey of high school students from all areas of the state and from all types of schools. Survey sought answers to the question, "Why can Johnny read?" Students indicated factors they believed made them competent readers. Most frequently cited by students were parents and family influences and teacher sensitivity.

Reading at Home: A Parents' Guide to Helping Children Read. Cleveland, Ohio: Cleveland Public Schools, 1983.

Correlated to the system's competency test objectives for grades 7, 8, and 9. This series of guides seeks to actively involve parents in the development of their children's reading skills. Each guide contains the reading skills to be learned each year, and explanation of each skill, activities to do with children, and a sample test question for each skill.

Ruben, Dorothy. *Reading and Learning Power.* New York: Macmillan, 1980.

A book of reading skills lessons appropriate for secondary or college students. Parents may find it useful for helping older children improve reading, study, and learning skills.

General

Abordo, Enrique J., & Laura J. Thomas (Eds.) *Directory of Agencies Serving the Deaf-Blind.* New York: Helen Keller National Center, 1980.

A wealth of information for parents of deaf children. State and privately funded programs are listed by state.

Anderson, L.A. "How to Read a Report on Reading in the Popular Press," in Carl B. Smith (Ed.), *Parents and Reading.* Newark, Delaware: International Reading Association, 1971, 93-97.

Tells parents how to evaluate reports on reading that appear in the popular press.

Arbuthnot, May Hill. *Children's Reading in the Home.* Glenview, Illinois: Scott, Foresman, 1969.

Discusses 600 books and gives annotations. Also gives advice on how to help children learn to select books.

Artley, A. Sterl. *Your Child Learns to Read.* Glenview, Illinois: Scott, Foresman, 1953.

One of the early books aimed at explaining how reading is taught in the schools. Stresses the parent's role in guiding and fostering reading and suggests practical ways parents can prepare and encourage their child. Cooperation between home and school is stressed.

Becker, W.C. *Parents Are Teachers: A Child Management Program.* Champaign, Illinois: Research Press, 1971.

Helps parents become more effective teachers of their children using consequences to elicit positive behavior.

Berg, Leila. *Reading and Loving.* Boston: Routledge & Kegan Paul, 1977.

Describes a child's development from birth to primary school age. Author stresses the importance of the home environment, physical and psychological, to a child's confidence and ability to learn to read. Describes several home reading projects done in various parts of England which "put reading and writing back on its own springboard, and it is vitalized because it is rooted in life."

Bettelheim, Bruno, and Karen Zelan. *On Learning to Read: The Child's Fascination with Meaning.* New York: Knopf: 1981.

Author stresses his book should be required reading for parents and educators. States reading should be an enjoyable activity connecting the child with the world.

Blachowicz, Camille. *Teachers and Parents Together: Resources for Children's Learning.* Glenview, Illinois: Scott, Foresman, 1980.

Blachowicz explains what is meant by "balanced skills" approach to teaching. Suggestions for parents to use to support the work in their children's classrooms.

Boehm, Ann E., & Mary Alice White. *The Parents' Handbook on School Testing.* Hagerstown, Maryland: Teachers College Press, 1982.

Designed as a tool to help parents understand achievement, intelligence, and aptitude scores and what they measure: questions to ask at a parent-teacher conference; preparing a child for testing; understanding tests for children with special needs; choosing a public or private school.

Buskin, M. *Parent Power: A Candid Handbook for Dealing With Your Child's School.* New York: Walker, 1975.

Provides an explanation of the public schools to assist parents in dealing with the complex bureaucratic system of American education.

Caplan, F. (Ed.). *Parents' Yellow Pages. A Directory By the Princeton Center for Infancy.* Garden City, New York: Doubleday, 1978.

Unique combination of dictionary, encyclopedia, and child guidance book. Contains addresses and sources of information on every topic.

Chase, Mary Ellen. *Recipe for a Magic Childhood.* New York: Macmillan, 1967.

Chase describes the importance reading was given by her parents who, although only in their late twenties, opened "the wide doors of reading" to their four young children. This short 22 page book first appeared as an article in the May 1951 issue of *Ladies Home Journal.*

Clinard, Linda M. *The Reading Triangle.* Farmington Hills, Michigan: Focus Publishing, 1981.

Practical ideas for parents on how children can be guided to listen, read, think, speak, and write.

Criscuolo, Nicholas. *Questions Parents Ask about Reading.* Mercerville, New Jersey: Avanti Publishers, 1980.

Question/answer format giving parents answers to frequently-asked questions about school reading programs and helping children with reading at home.

Dewey, John. *The School and Society.* Chicago: University of Chicago Press, 1899, 1956.

Dewey's famous lectures to parents based on his work in the laboratory school at the University of Chicago where he organized parents to participate with the teachers in the education of children.

Dietrich, Dorothy. "A Primer for Parents on Reading Methods," in Virginia Matthews (Ed.), *Parents and Beginning Reading.* Washington, D.C.: National Reading Center, 1972, 18-20.

Describes basal reader, language experience, individualized, programmed reading, Words in Color, and the Initial Teaching Alphabet methods of beginning reading instruction. Includes discussion of phonics and linguistic approaches.

"The Dirt and Trash that Kids are Reading," *Changing Times, The Kiplinger Magazine*, November 1954, 25-29. Reprinted by the National School Public Relations Association, Washington, D.C.

Describes differences between quality literature for children and the type of reading found in comic books, etc. Talks about the difficulties in trying to restrict children's access to certain reading matter that may be considered indecent by some parents. Suggests ways of handling this with children and stresses the parent's need to be a reading role model.

Dodson, Fitzhugh. *How to Parent.* New York: Signet, New American Library, 1971.

Discusses the importance of self-concept as the single most important factor in forming the child's personality. Includes practical rules for discipline and discusses the effects of TV violence on children.

Dodson, Fitzhugh. *How to Parent.* Los Angeles: Nash Publishing, 1970.

Tells parents how to provide an environment that helps children develop emotional and intellectual maturity. Discusses importance of self-concept as the single most important factor in forming the child's personality. Includes practical rules for discipline and effects of TV violence on children.

"Do Kids Really Learn to Read Nowadays?" *Changing Times, The Kiplinger Magazine*, October 1953, [illegible]-35. Reprinted by the National School Public Relations Association, Washington, D.C.

Discusses differences in methods of teaching children to read and tells why modern methods are more effective than older ones.

Duff, Annis. *Bequest of Wings: A Family's Pleasure with Books.* New York: Viking Press, 1946.

Described by the author as "the simple tale of our family's pleasures with books; of how we've grown together in sharing our fun with them; and of how two of us have found the way to being better parents through the use of them."

Eisenberg, Gerson G. *Learning Vacations: A Mind-Expanding Recreation for Every Interest, Age, and Budget,* fourth edition. Princeton, New Jersey: Paterson's Guide, 1982.

Presents ideas for a wide variety of activities that combine intellectual excitement, new experiences, and vacation fun.

Erickson, Ruth, & Edsel Erickson. *Children with Reading Problems: A Guidebook for Parents,* second edition. Ashtema, Michigan: Learning Publications, 1983.

A step-by-step presentation of how parents can establish a positive home environment and participate in activities to develop various skills. Intended for parents of children seriously disabled in reading.

Fine, Benjamin, & L. Fine. *How to Get the Best Education for Your Child.* New York: G.P. Putnam's Sons, 1959.

This book, written in the 50s, still contains common sense advice to parents of children from cradle to college. Stresses importance of parents' involvement with their child's education. Includes personal experiences of the Fines.

Ford, Edward. *For the Love of Children: A Reality Therapy Approach to Raising Children.* New York: Anchor Books, 1979.

One chapter discusses the effects of too much television and its deleterious effects on reading and language.

Forgan, H.W. *Help Your Child Learn to Read.* Toronto, Ontario: Pagurian Press, 19[illegible]5.

Includes many activities to reinforce reading skills in phonics, oral and silent reading, study skills, and children's reading interests. Has ten appendices with useful information.

Forte, Imogene & Joy MacKenzie. ***Which Is the Way to Wednesday?*** Nashville, Tennessee: Incentive Publications, 1978.

Book about reading to be enjoyed by parents and children together or by the primary level reader alone. Creative educational activities, each contained on a single page.

Gagliardo, R. "What a Parent Can Do to Help in the Home," in Carl B. Smith (Ed.), *Parents and Reading.* Newark, Delaware: International Reading Association, 1971, 5-9.

Tells of the importance of parents reading to their children and helping them discover the joys of books.

[illegible]zer, Susan M. *Getting Reading to Read: Creating Readers from Birth through Six.* Englewood Cliffs, New Jersey: Prentice-Hall, 1980.

Describes language and reading development. Each chapter is devoted to an age, infancy through age six. Stresses importance of a prepared environment in which children teach themselves and offers criteria for selecting toys and activities. Some parents may not wish to allow certain activities or may question the safety of certain objects at certain ages.

Goldenson, Thomas. *Helping Your Child to Read Better.* New York: Thomas Crowell, 1957.

Describes the importance of reading and how a parent can help a child at home through high school age. Each chapter has a "Question Round Up" section with responses to typical questions of parents as well as recommended book lists.

Granowsky, A., & others. *For Parents and Children: A Guide for Better Reading.* Ashville, North Carolina: Tarmac, 1977.

Practical suggestions for parents on how to assist their children in acquiring word recognition and comprehension skills.

Hayes, Warren. "What Parents Should Know about Reading," *PTA Today,* 4 (February 1979), 5.

Author has devised a set of questions to help parents examine and understand their children's reading programs: Is the reading program based on diagnoses of needs? Is phonics taught as one aspect or as the entire program? Are comprehension skills adequately taught? How much oral reading is done? Is time provided for recreation reading?

Hendryson, Elizabeth. "A Parent's Concern: Questions Parents Ask," in Carl B. Smith (Ed.), *Parents and Reading.* Newark, Delaware: International Reading Association, 1971, 43-48.

Notes that parents sometimes are confused by the messages educators give them including the one to never teach their child. Author lists questions parents ask that educators should respond to for the benefit of children.

Holt, John. *How Children Learn.* New York: Dell, 1977.

Book is full of teacher's anecdotes, and includes an insightful chapter on reading. Emphasizes the close relationship of self-confidence and interests, home encouragement, and school environment to learning to read.

Howe, L., & Bernard Solomon. *How to Raise Children in a TV World.* New York: Hart Publishing, 1979.

Describes activities for parents to make TV a positive experience and how to prepare children to live in a TV world.

Howell, Barbara Thompson. *Partners in Urban Education: Getting It Together at Home.* Morristown, New Jersey: General Learning Corporation, 1972.

Provides ideas for working with children and their teachers, schools, and communities. Describes learning materials that can be used in the home.

Hurwitz, A., & A. Goddard. *Games to Improve Your Child's English.* New York: Simon & Schuster, 1969.

Has games that parents and children may play together to reinforce language and related skills. Authors believe that playing with toys is often a purposeless and time-killing pastime.

Johnson, Mary Frances. "Creating a Good Reading Climate at Home," in Virginia H. Matthews (Ed.), *Parents and Beginning Reading.* Washington, D.C.: National Reading Center, 1972, 15-17. (ED 064-705)

Encourages parents to read to and talk with their children in order for the child to have a rich background of experiences needed for learning to read.

Judy, Stephen N. *The ABCs of Literacy: A Guide for Parents and Educators.* New York: Oxford University Press, 1980.

Discusses the need for drastic changes in literacy instruction to be accomplished by joint efforts of the school, home, and community. Offers practical suggestions and sources for further reading.

Kahn, David (Ed.). *Montessori Talks to Parents,* volume one. Cleveland, Ohio: North American Montessori Teachers Association, 1980.

Number 1. *Television and Montessori.* Summary of the effects of television on child development for younger and older child.

Number 2. *Nutrition and the Prepared Environment.* Integration of principles of the prepared environment and choice with regard to the selection of the right foods.

Number 3. *Sibling Rivalry and Fundamental Needs.* Views fundamental needs of children and the basic desire to participate in the life of the home. New approaches to sibling rivalry are evolved according to the principles of Maria Montessori.

Number 4. *History of Childhood.* Modern child rearing practices are placed in the context of social habit and custom over the ages.

Number 5. *Physical Education.* Fitness from birth is an implicit part of the Montessori message and the foundation for a good start in life.

Number 6. *Dealing with Misbehavior.* Integration of Adlerian and Montessori principles in dealing with willful misbehavior.
Number 7. *How to Talk to Young Children.* Utilizing the principles of Montessori and Ginott, special linguistic approaches are suggested for enhancing language and emotional development.
Number 8. *Sex Education and Nature.* Natural approach to sex education which brings human reproduction into the cycle of nature as a whole.

Keneston, Kenneth, & the Carnegie Council on Children. *All Our Children.* New York: Harcourt Brace Jovanovich, 1977.

Provocative book which tells of the pressure exerting influences on the American family. Suggests programs of change including legal rights of children and integrated family services.

Kerfoot, James. "What Parents Should Know about Reading Comprehension," in Carl B. Smith (Ed.), *Parents and Reading.* Newark, Delaware: International Reading Association, 1971, 87-92.

States that parents should. 1) understand that the purpose for reading is comprehension, 2) recognize that there are different types of comprehension, 3) understand the factors which influence reading comprehension, and 4) understand that several strategies will be used by teachers to develop comprehension skills.

Kroth, R.L., & G.T. Scholl. *Getting Schools Involved with Parents.* Reston, Virginia: Council for Exceptional Children, 1978.

Offers practical assistance to adults involved in helping students at elementary and secondary levels, especially the exceptional student. Includes parent participation; dealing with student needs, attitudes, and values; evaluating the outcomes versus the objectives; components of parent education programs; assessment scale of parent involvement; a listing of organizations concerned with the exceptional person.

Lamme, Linda, & others. *Raising Readers: A Guide to Sharing Literature with Young Children.* New York: Walker, 1980.

Tells parents how to make literature a part of their children's lives. Annotated book lists by age groups.

Larrick, Nancy. *A Parent's Guide to Children's Reading,* Fifth Edition. New York: Doubleday, 1982.

Presents descriptions of specific activities by age groups which may help children read with greater skill and pleasure.

Linderman, C. *Teachables from Trashables.* St. Paul, Minnesota: Toys 'n' Things Training and Resource Center, 1979.

Book is designed as a catalyst for new ways of turning "junk" into unique toys. Stress is placed on creating safe, educational toys that develop skills and knowledge.

Love, H. *Parents Diagnose and Correct Reading Problems: For Parents of Children with Reading Disabilities.* Springfield, Illinois: C.C. Thomas, 1970.

Book contains suggestions and informal tests for parents to use to determine if their child has reading disability that needs professional consultation.

McClenathan, DayAnn. *An Open Letter to Parents.* River Forest, Illinois: Laidlaw Brothers, n.d.

Reprint from *Early Years.* Ideas for helping children feel at home with books.

McDiarmid, Norma J., & others. *Loving and Learning.* Don Mills: Longman Canada, 1975.

Gives suggested reading activities parents can do with children of various age levels.

Mallory, Elizabeth. "The PTA and Reading Instruction," in Carl B. Smith (Ed.), *Parents and Reading.* Newark, Delaware: International Reading Association, 1971, 98-106.

Describes history of the PTA's support of activities to encourage reading.

Marzollo, Jean, & Janice Lloyd. *Learning through Play.* New York: Harper & Row, 1972.

Includes many ideas for enhancing children's learning through home/play activities.

Mathis, Steve L. *International Directory of Services for the Deaf.* Danville, Illinois: Interstate Printers and Publishers, 1980.

Contains a wealth of information on organizations, schools, and services for the deaf worldwide.

Matthews, Virginia. "Adults as Reading Models for Children," in Virginia Matthews (Ed.), *Parents and Beginning Readers.* Washington, D.C.: National Reading Center, 1972, 21-22.

Since all behavior is learned and much of it by imitation, Matthews encourages parents to surround their child with a reading environment.

Matthews, Virginia. *Parents and Beginning Readers.* Washington, D.C.: National Reading Center, 1972.

Collection of essays for parents describing various aspects of beginning reading and what parents can do at home to support the school and the child's efforts.

Miller, Julano. *Helping Your LD Child at Home.* San Rafael, California: Academic Therapy Publications, 1973.

Presents ideas on how to provide basic aid at home to help LD children succeed. Gives activities in basic skill areas.

Miller, Mary. *Bringing Learning Home: How Parents Can Play a More Active and Effective Role in Their Children's Education.* New York: Harper and Row, 1981.

Provides a realistic approach for parents to help their children. Emphasizes positive discipline which balances freedom with responsibility; stresses parents supporting the process of education, not just achievement.

Mok, P.P. *Pushbutton Parents and the Schools.* New York: Dell, 1964.

Emphasizes how parents can cooperate effectively with schools to help their children learn.

Murphy, A.T. *Special Children, Special Parent.* Englewood Cliffs, New Jersey: Prentice-Hall, 1981.

Relates a parent's experience from his perspective of the world of his handicapped, problem or ill child; his family; and those who seek to help them.

Noyes, J., & N. Macneill. *Your Child Can Win: Strategies, Activities, and Games for Parents of Children with Learning Disabilities.* New York: William Morrow, 1983.

Book contains just what its title implies – many ways to help the learning disabled child learn in school.

Parents Can Be the Key...to an Appropriate Education for Their Handicapped Child. Minneapolis: PACER Center, 1981.

Discusses the important role of parents in achieving the appropriate education for their handicapped child.

Peck, Richard. "Richard Peck Responds to National Book Week with 7 Do's and 7 Don'ts for Parents," *Avon Apple,* 1 (November 1979), 3.

Summarizes suggestions for parents about their children's reading education.

Pickering, C. Thomas. *Helping Children Learn to Read: A Primer for Adults.* New York: Chesford, 1977.

Emphasizes the need for parents to understand basic reading processes; gives a clear explanation of what reading is, how it is learned by children, and the influence of environmental factors. Describes appropriate learning experiences with the focus on the child learning.

Rich, Dorothy, & Cynthia Jones. *A Family Affair: Education.* Washington, D.C.: Home School Institute, Trinity College, 1977.

Describes activities parents can do in the home to promote learning.

Rich, Dorothy, & Cynthia Jones. *The Three Rs Plus.* Washington, D.C.: Home School Institute, Trinity College, 1977.

Describes activities to enrich and extend children's basic understanding. Develops the point that education is more than basic skills.

Riley, Mary Tom. *Laton: The Parent Book.* Atlanta: Humanics Limited, 1983.

Acquaints parents with resources, facilities, educational opportunities, and diagnostic processes available to help them with their children's problems.

Sabine, G., & P. Sabine. *Books that Made the Difference: What People Told Us.* Hamden, Connecticut: Shoe String Press, Library Professional Publications, 1983.

The book, sponsored by the Center for the Book in the Library of Congress, is the result of interviewing 1,400 Americans and asking them to respond to two questions, "What book made the greatest difference in your life?" and "What was the difference?" It vividly demonstrates the tremendous influence of reading and how books were connected with milestones of change and learning, the start of a career, the courage to surmount obstacles, the pleasure of understanding, the acceptance of tragedy, and other events of personal meaning.

Schroepfer, Dorothy, & Charles Yeaton. *Helping Your Children Discover.* Concord, New Hampshire: New Hampshire Right to Read, Department of Education, 1979.

Guide for parents to creatively help their children become better equipped to cope with the demands of learning in school.

Smith, Carl B. (Ed.). *Parents and Reading.* Newark, Delaware: International Reading Association, 1971.

This book was prepared by the joint committee on Parents and Reading sponsored by the International Reading Association and the National Conference of Parents and Teachers. It is a summary of issues and topics discussed at the Parents and Reading Conference held in connection with IRA's Kansas City Convention in 1970.

Smith, Carl. "The Effect of Environment on Learning to Read," in Carl B. Smith (Ed.), *Parents and Reading.* Newark, Delaware: International Reading Association, 1971, 10-22.

Suggests that since research is quite clear on the effects of environment on learning to read, schools and communities should cooperatively institute programs to change the environment. Includes suggested procedures for mutual cooperation.

Smith, Nila Banton. *Why Do the Schools Teach Reading As They Do?* Washington, D.C.: National School Public Relations Association, 1955.

Reprint of a presentation by the author (to a professional organization) which describes the reading methods of the 1950s and the reasons for them culled from research and experience.

Stott, D. H. *Parent as Teacher: A Guide for Parents of Children with Learning Difficulties.* New York: Putnam, 1974.

Describes how parents can work with children regardless of the learning difficulty. Includes appendix of learning games.

Strang, Ruth. *Helping Your Child Improve His Reading.* New York: Dutton, 1962.

Hypothesizes that helping a child learn to read is a joint process of home and school. Covers preschool through secondary level.

Strickland, Dorothy. "On Reading," *Childhood Education* (November/December, 1979), 67-74.

Position paper developed for the Association for Childhood Education International. Focuses on reading as a language based skill and as a means to communication, and stresses reading as a home/school/community effort.

Taylor, Katherine Whiteside. *Parents and Children Learn Together,* third edition. New York: Teachers College Press, 1981.

Contains two parts: 1) family living and learning and 2) developing parent-cooperative nursery schools. An updated version of the book that has helped many parents and teachers to communicate with children.

Thompson, Dorothy. "Why Make it Harder for Johnny to Read?" *Ladies Home Journal*, 73 (July 1956).

Tells of the influence and example of the author's parents on fostering an attitude that books were a source of pleasure and were costly treasures.

Tinker, Miles A. *Preparing Your Child for Reading.* Chicago: Holt, Rinehart & Winston, 1971.

Includes material designed to aid parents in providing everyday experiences in the home that help prepare children to read. Emphasizes maintaining a good relationship between parents and children and informally evaluating children's capabilities to aid parents in selecting experiences appropriate to a child's level of development and of verbal fluency. Lists suitable books to read to children and for them to read.

Trelease, Jim. *The Read Aloud Handbook.* New York: Penguin, 1982.

A bestseller that discusses how parents can share the joys of reading with their children. Includes an annotated list of over 300 titles that are proven successes as readalouds with children.

TV The Family School. Atlanta, Georgia: Avatar Press, 1976.

Discusses using TV at home, defining educational TV, and TV Learning Games Book.

Wilkens, Learuth C. *Why Your Child Can Read.* Webster, Texas: Reardon, 1980.

Guide for helping beginning readers and youngsters with reading problems. Offers reasons why youngsters can learn to read, and how to start a library at home for children.

Winn, Marie. *The Plug in Drug.* New York: Viking Press, 1977.

Presents a discussion of how the effects of television relate to reading and learning.

Witty, Paul. "Answers to Questions about Reading," *National Parent Teacher*, September 1955. Reprinted by National School Public Relations Association.

Gives definitions of common reading terminology related to word recognition approaches and explains reasons for poor reading.

Witty, Paul. "Helping Your Child Read Better," in Miriam Jackson (Ed.), *How to Live with Your Children*. Chicago: Child's World, 1965, 122-129.

Tells activities parents can do to help children learn to read.

Additional Sources

The following titles were located in *Books in Print* or other sources but no copies were available for review purposes at the time of publication of this bibliography.

Calhoun, W. *Parents and the Achieving Child*. Provo, Utah: Brigham Young University Press, 1978.

Cohen, Dorothy. *The Learning Child*. New York: Random House, 1973.

Hart-Johns, M., & B. Johns. *Give Your Child a Chance*. Englewood Cliffs, New Jersey: Reston, 1982.

Mergentime, C. *You and Your Child's Reading: A Practical Guide for Parents*. New York: Harcourt Brace Jovanovich, 1962.

Miller, M., & S. Baker. *How to Help Your Child Get the Best Out of School*. Briarcliff Manor, New York: Stein & Day, 1977.

Van Asdol, W. *Parents, Teachers, Kids*. New York: Irvington, 1974.

Section 2 PROFESSIONALS AND HOME/SCHOOL INVOLVEMENT

The professional section of the bibliography is divided into five major categories: 1) books; 2) research of parent involvement in the learning process; 3) parent involvement program descriptions; 4) reports, articles, and books describing specific home activities that professionals can share with parents; and 5) bibliographies and reviews of literature about parent involvement.

The majority of materials cited in this section present, in a positive manner, the increasing awareness of the importance and effectiveness of parental involvement.

Books

This category, one of the largest in this bibliography, is indicative of recent increased interest in parental involvement in reading. Parental involvement beyond the beginning stages of reading development is emphasized in many entries. Suggestions for administrators, consultants, and classroom teachers are found in many of the entries. The importance of increased and lasting ties of cooperation between home and school is highlighted.

Asheim, L.D., P. Baker, & V. Mathews. *Reading and Successful Living: The Family-School Partnership.* Hamden, Connecticut: The Shoe String Press, Library Professional Publications, 1983.

Book is a product of a symposium held under the auspices of the Center for the Book in the Library of Congress, 1981. It was jointly sponsored by organizations such as IRA, ASSL, NCPT, ALA, and AASA.Contents deal with the achievement of reading abilities with particular emphasis given to the family-school partnership. The result is a series of recommendations including the need for national coordination and leadership in home-school collaboration.

Bettelheim, Bruno, and Karen Zelan. *On Learning to Read: The Child's Fascination with Meaning.* New York: Knopf, 1982.

Presents arguments for concentrating educational efforts from the very beginning on developing in children the desire to become literate and on developing the feeling that learning to read will open new worlds to a child's mind and imagination.

Bilkerson, E. *Teacher-Child-Parent Relationships.* New York: Early Childhood Education Council of New York, 1972.

Techniques and rationale for mutual cooperation between teachers and parents focusing on child-centered issues.

Branche, C.F. *Parents as Partners: Conference on Reading and Early Childhood.* Columbus, Ohio: Ohio State Department of Education, 1970.

Describes how a large urban school system involved parents in the educational process of preschool children.

Brock, Henry C. III. *Parent Volunteer Programs in Early Childhood Education.* Hamden, Connecticut: Shoe String Press, Archon Books, 1976.

A step by step program field tested for two years, this book describes how to design, implement and maintain a parent volunteer program. Includes thorough 12 page bibliography.

Canter, Lee. *Parent Conference Book.* Santa Monica, California: Canter & Associates, n.d.

Canter, the developer of Assertive Discipline, presents a step-by-step approach to parent/teacher conferences. The book includes skills, sample conversations, sample letters, guidelines, and tips for the teacher. In a related *Parent Conference Kit,* there are filmstrips for teacher training and for sessions with parents to explain the assertive discipline program.

Coletta, Anthony. *Working Together: A Guide to Parent Involvement.* Atlanta: Humanics Limited, 1983.

Manual has plans for parent participation in the classroom, alternative approaches to teaching parenting skills, suggested home activities, and helpful child development guides and checklists.

Comer, James. *School Power.* New York: Macmillan, The Free Press, 1980.

In collaboration with the Yale Child Study Center, the National Institute for Mental Health Center for Minority Group Studies, and a local Title I program, a five year program was begun in two inner city New Haven schools. The program sought to change the governance and organization of the two schools by including substantial parent involvement. Results were significant with lasting gains in student achievement. Attendance improved, behavior problems were reduced, conflict between parents and staff was minimized, and pupils achieved near grade level. Pupils at King school still rank ahead of all other inner city schools in reading and math.

Courtney, Leonard (Ed.). *Reading Interaction: The Teacher, The Pupil, The Materials.* Newark, Delaware: International Reading Association, 1976.

Collection of papers from conference theme, "The Teacher: Key to Excellence in Reading." Includes section discussing increasing parent-teacher interaction.

Dardig, J.C., & W.L. Heward. *Sign Here: A Contracting Book for Children and Their Parents.* Kalamazoo, Michigan: Behaviordeliea, 1976.

Book for children, parents, and teachers. Contains a children's story in which family members learn how to live together cooperatively; includes a contracting kit with step-by-step procedures.

Directory of Resources on Early Childhood Education. Urbana, Illinois: Eric, 1971.

Lists early childhood education organizations, major publications, centers, and laboratories to serve as resources to educators seeking information or services.

Downing, John. *Comparative Reading: Cross-National Studies of Behavior and Process in Reading and Writing.* New York: Macmillan, 1973.

A thorough and well done comparative reading study. Encompasses reading behaviors of people in different cultures who use different languages to better understand the basic psycholinguistic processes of reading and writing and how they develop. Chief aim is to explore the implications of the proposition for scientific research and theory. Fourteen nations participated commenting on twelve variables, one being parental help. Includes 72 comments on parents and reading, all indicating the importance of parents' influence on learning to read.

Duff, R. Eleanor, Carol Hobson, & Kevin Swick. *Building Successful Parent/Teacher Partnerships.* Atlanta: Humanics Limited, 1983.

Examines in depth the changing nature of parenting and teaching in recent decades and gives a comprehensive workable plan for implementing a parent involvement program to improve the quality of the educational experience for children.

Durkin, D. *Teaching Young Children to Read.* Boston, Massachusetts: Allyn & Bacon, 1972.

Includes ideas on home-school cooperation to encourage reading.

Elder, R.A., & others. *Minicourse in Tutoring in Reading.* San Francisco, California: Far West Laboratory for Educational Research and Development, 1973.

Useful to schools developing parent or volunteer aid programs in reading. Tells how to prepare parents and other nonprofessionals to tutor in reading.

Evans, J. *Working with Parents of Handicapped Children.* Austin, Texas: Council for Exceptional Children, 1976.

Designed to help the teacher understand the feelings of parents of children with learning disabilities. Includes ways teachers can help parents understand and deal with their child's problem and feelings. Includes suggestions on making teacher/parent meetings easier and more comfortable.

Fallon, Berlie (Ed.). *40 Innovative Programs in Early Childhood Education.* Belmont, California: Fearon, 1973.

Contains descriptions of 40 early intervention programs and includes 2 chapters on working with parents. Includes a resources chapter with sample forms for home/school communication.

Fantini, Mario D., & Rene Cardenas. *Parenting in a Multicultural Society.* New York: Longman, 1980.

Deals with effective parenting, the school's role in promoting better parenting, guidelines for a national policy to help adults become effective parents, and successful parent education programs. Contributions from 24 scholars and practitioners and their original articles.

Goelman, Hillel, Antoinette Oberg, & Frank Smith (Eds.). *Awakening to Literacy.* Exeter, New Hampshire: Heinemann, 1984.

This book is the result of a symposium organized by Frank Smith in 1982. Questions discussed included learning to read before school; how and what adults can do to introduce children to literacy; and what effects class, culture, and race have on learning to read.

Gordon, Ira J., & William Breivogel. *Building Effective Home-School Relationships.* Boston: Allyn & Bacon, 1977.

Describes ways schools can develop effective home-school cooperation for the full development of a child's potential.

Grotberg, E. "Parent Roles in Fostering Reading," in Michael Labuda (Ed.), *Creative Reading for Gifted Learners: A Design for Excellence.* Newark, Delaware: International Reading Association, 1974, 34-35.

Describes the crucial role of parents in enhancing the child's reading attitudes and skills with special emphasis on how to encourage the child's inquiring mind.

Hafner, Lawrence, & Hayden B. Jolly. *Patterns of Teaching Reading in the Elementary School.* New York: Macmillan, 1972.

Includes a section on home-school cooperation.

Hewig, Joan (Ed.). *How to Involve Parents in Early Childhood Education.* Provo, Utah: Brigham Young University Press, 1982.

Collection of essays describing how and why schools should involve parents in their programs. Includes chapter on "Parents and the Reading Process."

Honig, Alice. *Parent Involvement in Early Childhood Education.* Washington, D.C.: National Association for the Education of Young Children, 1979.

Readable handbook discusses rights and needs of parents and the importance of their involvement in their children's early education and activities.

Horodezky, Betty. "Family Forces for Preschool Development of Health, Vocabulary, and Perceptual Skills," in Harry Sartain (Ed.), *Mobilizing Family Forces for Worldwide Reading Success.* Newark, Delaware: International Reading Association, 1981, 44-54.

Elaborates on reason parents should help their children and suggests activities based on research. Has an extensive bibliography of sources.

Johnson, Ferne (Ed.). *Start Early for an Early Start: You and the Young Child.* Chicago: American Library Association, 1976.

The purpose of this book (as stated in its preface) is to provide tested and effective methods, techniques, and resources to help all those interested in the intellectual growth and development of young children. Explores the preschooler's development, parent/child interaction, experiencing literature with children, supplying parents with information, and how the library can relate more effectively to the schools. Several chapters have extensive bibliographies.

Kaplin, P., J. Kohfeldt, & K. Sturla. *It's Positively Fun: Techniques for Managing Learning Environments.* Denver, Colorado: Love Publishing, 1974.

Includes procedures for communication between the school and home. Spirit masters accompany the manual.

Karim, Yaakub. "Opportunities to Use Family Resources for Reading in Developing Countries of Southeast Asia," in Harry Sartain (Ed.), *Mobilizing Family Forces for Worldwide Reading Success.* Newark, Delaware: International Reading Association, 1981, 35-43.

Notes that parent participation and involvement are increasing in Asia and that reading is a responsibility that parents share with school personnel.

Kelly, E.J. *Parent-Teacher Interaction: A Special Education Perspective.* Seattle: Special Child Publications, 1974.

Tells rationale and activities for involving parents in both regular and special education settings.

Kroth, R.L. *Communication with Parents of Exceptional Children: Improving Parent-Teacher Relationships.* Denver: Love Publishing, 1975.

Gives techniques for special education teachers to use to provide parents with information on how to solve problems cooperatively.

Kroth, R.L., & G.T. Scholl. *Getting Schools Involved with Parents.* Reston, Virginia: Council for Exceptional Children, 1978.

Explores ways of getting parents of exceptional children and schools involved in working together. Includes many practical suggestions.

Kroth, R.L., & R.L. Simpson. *Parent Conferences as a Teaching Strategy.* Denver: Love Publishing, 1977.

Presents ways to interview parents and translate educational information to them. Also includes chapters on values and building trust in parent/school relations.

Lamme, Linda Leonard (Ed.). *Learning to Love Literature: Preschool through Grade 3.* Urbana, Illinois: National Council of Teachers of English, 1981.

Designed to assist primary teachers in bringing children's literature into the mainstream of curriculum. Includes chapter focusing on parents and volunteers in a literature program.

Landreth, Catherine. *Preschool Learning and Teaching.* New York: Harper & Row, 1972.

Presents ideas for activities coupled with specific reasons for doing the activities and how the parent can reinforce the activities in the home.

Larrick, Nancy, & John A. Stoops. *What is Reading Doing to the Child?* Sixteenth Annual Reading Conference at Lehigh University. Conville, Illinois: Interstate, 1967.

Includes chapters on "Today's Child is Different," "Impact of Social Change," and "Home/School Cooperation."

Lillie, D.L., & P.L. Trohanis. *Teaching Parents to Teach.* New York: Walker, 1976.

Describes rationale for parent involvement. Tells of various projects and has an extensive annotated bibliography.

Litwak, Eugene, & Henry Meyer. *School, Family and Neighborhood. The Theory and Practice of School-Community Relationships.* New York: Columbia University Press, 1976.

Describes how schools and community can work together on *mutually* determined goals rather than the school imposing its goals on the community. Has an excellent review of literature.

Lorton, Mary Baratta. *Workjobs.* Reading, Massachusetts: Addison-Wesley, 1972.

Written for the teacher but may be adapted for parent use. Contains ideas for readiness activities that can be constructed of materials found in the home.

Mazurkiewicz, Albert (Ed.). *Reading and Child Development.* Proceedings of the Thirteenth Annual Lehigh University Reading and Education Conference. Danville, Illinois: Interstate, 1964.

Stresses the close interrelationship of the child's early home experiences and learning to read.

McSwain, Martha. "Opportunities to Use Family Resources for Reading in the Developing Countries of Africa," in Harry Sartain (Ed.), *Mobilizing Family Forces for Worldwide Reading Success.* Newark, Delaware: International Reading Association, 1981, 19-34.

Describes concept of family in the African culture and notes its influence on the education of children. Research found that only 34 African countries have free (non-compulsory) primary education and 18 countries have neither free nor compulsory education. This causes selection of which children in the family will receive an education.

Michaelis, C.T. *Home and School Partnerships in Exceptional Education.* Gaithersburg, Maryland: Aspen Systems, 1980.

Discusses ways parents can work as partners with schools to aid the exceptional child's progress.

Miller, Bette L., & Ann L. Wilmshurst. *Parents and Volunteers in the Classroom: A Handbook for Teachers.* Palo Alto, California: Robert D. Reed and Adam S. Eterovich Publishing, 1975.

A manual developed with the help of the Child Study Center of Long Beach City College. Discusses advantages of having parents as volunteers and tells how to recruit, orient, and utilize parents' skills as volunteers.

Monroe, Marion. *Growing Into Reading: How Readiness for Reading Develops at Home and at School* (reprinted). Westport, Connecticut: Greenwood, 1951.

An old standard recently reissued because of its continued timeliness. Discusses readiness activities and gives many examples.

Monson, Dianne L., & DayAnn K. McClenathan (Eds.). *Developing Active Readers: Ideas for Parents, Teachers, Librarians.* Newark, Delaware: International Reading Association, 1979.

Gives ideas for book selection and introducing children to libraries, as well as recommending ways of helping children interact more completely with books. This book is more appropriate for teachers and librarians.

Morrison, George. *Parent Involvement in the Home, School, and Community.* Columbus, Ohio: Charles E. Merrill, 1978.

A scholarly and thorough book on building meaningful ties between home and school. Has an extensive bibliography.

National Directory of Children and Youth Services, 1981-1982: The Reference Handbook for Professionals. Washington, D.C.: CPR Directory Services, 1981.

National guide to organizations serving children with listings by state and county. Includes clearinghouses and resource centers, legislative committees, and social service grantees.

Olmsted, Patricia P., & others. *Parent Education: The Contributions of Ira J. Gordon.* Washington, D.C.: Association for Childhood Education International, 1981.

Presents 1) theoretical overview of Dr. Gordon's programs, 2) description and results of six successful parent education programs, and 3) discussion and conclusion. Includes an extensive bibliography.

Operation Fail-Safe. Houston, Texas: Houston Independent School District, 1978.

Describes a program through which parents can take part in the educational process even if they cannot come to the school. Uses a computer generated achievement profile, reading progress forms, reading idea booklets, points for parents, student-parent-teacher agreement, fail-safe feedback forms, computer generated reading list and prescription, and code of student conduct. This delivery system and training program includes handbook for teachers and training video tapes.

Orr, Nancy Yourn. "Toys that Teach," in F. Johnson (Ed.), *Start Early for an Early Start: You and the Young Child.* Chicago: American Library Association, 1976.

Describes a toy lending project in Montgomery County, Maryland in cooperation with the Association for Childhood Education in which the lending of toys was linked to a series of training meetings for adults caring for children in Family Day Care situations. Toys were selected for their capacity to develop concepts of size, shape, labeling, color matching, language expansion, or spatial relationships. Brochures designed to go with each of five basic toys describe how to use the toy to advantage and the specific learning dimensions of play and adult-child interaction. Bibliography gives sources of films, books, and literature on toys and tells how to begin a toylending program.

Pickens, C. *Tips for Teachers on School-Parent Communication.* Magnolia, Arkansas: Magnolia School District, 1978.

Presents ideas for teachers to use in developing more effective school-parent communication.

Potocki, P., B. Miller, & D. Canosa. *Hands On.* Tucson, Arizona: Communication Skill Builders, 1980.

A manipulative curriculum for teaching handicapped hearing impaired students. Includes the basic sign vocabulary. Intended for teachers but adaptable for parent use.

Rauch, Sidney J. *Handbook for the Volunteer Tutor.* Newark, Delaware: International Reading Association, 1972.

Directed at persons tutoring dropouts and junior and senior high school students who require special reading help. Describes the understanding needed to help the student; stresses basic principles of good reading instruction; diagnoses reading difficulties; suggests stimulating activities; directs comprehension skills, reading process, and word recognition. Gives specific suggestions for the organization of volunteer tutor programs.

Rich, Dorothy, & Cynthia Jones. *The Home-School New Educational Partnership: A Handbook of Teacher Tested Techniques and Activities for Parent-Home Involvement in Children's Learning.* Washington, D.C.: Home and School Institute, 1974.

Designed to help teachers promote parent-home involvement in children's learning, by providing specific techniques and materials to use in working with parents.

Rogers, Ruth, & others. *Make Better Use of Parent and Volunteer Resources.* Holmes Beach, Florida: Learning Publications, Inc., 1977.

An easily read handbook to be used by tutors in public or private school settings under the guidance of teachers. Contains general introduction to tutoring, school procedures and ethical requirements, conferences with teachers, meeting with students, and individual differences. Describes requirements and resources for tutoring, procedures for assessing reading problems, activities to develop reading skills through tutoring, and annotated listing of materials for skills development.

Rutherford, R., Jr., & E. Edgar. *Teachers and Parents: A Guide to Interaction and Cooperation*. Boston: Allyn & Bacon, 1979.

Describes systematic procedures teachers can follow when working with parents. Activities are designed to enhance the effectiveness of parents and teachers in working together for children.

Sartain, Harry W. "Research Summary: Family Contributions to Reading Attainment," in H. Sartain (Ed.), *Mobilizing Family Forces for Worldwide Reading Success*. Newark, Delaware: International Reading Association, 1981, 4-18.

Sartain reviews the research and generalizes that good readers come from home environments that foster positive attitudes toward reading and learning; parents who are encouraged or trained can be effective in teaching their children; siblings and other relatives can informally tutor children in reading; and many children probably do not gain the majority of their functional knowledge from the school. The home and community are valuable sources of knowledge. Chapter has a very thorough bibliography.

Sartain, Harry W. (Ed.). *Mobilizing Family Forces For Worldwide Reading Success*. Newark, Delaware: International Reading Association, 1981.

Collection of articles focusing on partnership of home and school to develop worldwide literacy. Focuses on families and how they must help promote reading at home.

Seeley, David. *Education through Partnership: Mediating Structures and Education*. Ballanger – Distributed by NCCE, Columbia, Maryland, 1981.

Tells how families, neighborhoods, churches, and voluntary associations are critical to public school reform.

Sloan, Margaret. "Increasing Parent-Teacher Interaction," in Leonard Courtney (Ed.), *Reading Interaction: The Teacher, the Pupil, the Materials*. Newark, Delaware: International Reading Association, 1976.

Describes how to inform, enlist, and involve parents in the school's reading program.

Smith, Carl B. (Ed.). *Parents and Reading*. Newark, Delaware: International Reading Association, 1971.

Collection of readings aimed at providing information about the need for home and school cooperation to aid children learning to read.

Stott, D.H. *The Parent as Teacher: A Guide for Parents of Children With Learning Difficulties*. Belmont, California: Lear Siegler/Fearon Publishers, 1972.

Discusses how teachers can help parents of learning disabled children teach their children to read using reinforcement games and materials which help children learn how to learn.

Taylor, Denny. *Family Literacy: Young Children Learning to Read and Write.* Exeter, New Hampshire: Heinemann Educational Books, 1983.

Studies ways of looking at reading and writing as activities that have consequences in and are affected by factors in family life.

Tinker, Miles, & Constance McCullough. *Teaching Elementary Reading.* New York: Appleton-Century-Crofts, 1962.

Textbook contains a chapter which tells of the importance of home/school cooperation.

Turekian, Roxanne (Ed.). *Focus Preschool: Seminars in Parenting.* North Haven, Connecticut: Right to Read Advisory Council, Department of Health, Education, and Welfare, 1974.

Contains a series of outline seminar formats which emphasize the parent's role in the learning process.

Volunteers and Reading. Seattle, Washington: Washington Organization for Reading Development, Washington State Council Parents and Reading Committee, 1979.

Describes the benefits of using volunteers in schools and gives numerous examples.

Wagner, R.H., & C.C. Arnold. *Handbook of Group Discussion.* Boston: Houghton Mifflin, 1950.

Tells how to use the problem solving process to reach solutions and put them into effect. Helpful for parent/school committee efforts.

Walsh, Frances. *That Eager Zest: First Discoveries in the Magic World of Books, An Anthology.* New York: Lippincott, 1961.

Collection of autobiographical pieces describing childhood reading experiences reflecting the joy of reading. Good to use for anecdotes in talks to parents and children.

Wilson, Gary. *Parents and Teachers: Humanistic Educational Techniques to Facilitate Communication between Parents and Staff of Educational Programs.* Atlanta: Humanics Limited, 1983.

Manual consists of a series of structured sessions which can be used individually or as part of a total program to promote increased parent participation and staff/parent interaction.

Additional Sources

The following titles were located in *Books in Print* or other sources but no copies were available for review purposes at the time of publication of this bibliography.

Berger, E. *Parents as Partners in Education: The School and Home Working Together.* St. Louis, Missouri: Mosby, 1981.

Cyster, R., P.S. Cliff, & S. Battle. *Parental Involvement in Primary Schools: A Report of the National Foundation for Educational Research in England and*

Wales. Windsor, England: NFER Publishing Company. Distributed by Humanitites Press, Atlantic Highlands, New Jersey, 1979.

Taranto, Susanne. *Coordinating Your School Volunteer Program.* Vart Corporation. Distributed by NCCE, Columbia, Maryland, 1983.

Journal Articles and Research

A large number of articles were available for inclusion in this section with the majority showing positive results from parent involvement. Generally, students whose parents are involved with their reading development demonstrate increases in achievement. These results differ based upon variables such as degree and type of involvement and extent of training.

Most articles included involve preschoolers, beginning readers, and elementary age children. Few deal with adolescents or older remedial readers, which reflects the research currently available. Skills underlying reading are emphasized in a number of articles.

As might be expected, many articles deal with disadvantaged students. There is a varying level of quality among the articles, many of which are action research.

Abram, Marie J., & William D. Dowling. "How Readable Are Parenting Books?" *Family Coordinator,* 28 (July 1979).

Discusses implications of author's style of writing for the ease with which the written material can be read. Suggests how the list of 50 parenting books might be used by parent educators.

Almy, M. *Children's Experiences Prior to First Grade and Success in Beginning Reading: Contributions to Education No. 954.* New York: Bureau of Publications, Teachers College, Columbia, 1949.

Almy found a positive relationship among being read to, opportunity to look at books and magazines, and success in first grade.

Anchor, Kenneth N., & Flecia N. Anchor. "School Failure and Parental Involvement in an Ethnically Mixed School: A Survey," *Journal of Community Psychology,* 2, (July 1974), 265-267.

Investigates the relationship between school failure and parental involvement of Mexican-American children. Results indicated that parents of low achieving junior high students attended fewer scheduled parent-teacher conferences.

Anselmo, Sandra. "Early Reading: From the Administrator's Point of View," *Day Care and Early Education,* 3, (May-June 1976), 18-20, 46.

Recognizes the importance of involving parents in early childhood education programs and perspectives of people with whom a school administrator works – parents, staff, researchers.

Anselmo, Sandra. "Improving Home and Preschool Influences on Early Language Development," *The Reading Teacher,* 32, (November 1978), 139-143.

Theorizes that children's ability to use receptive and expressive language affects their learning to read. Reports studies which show a positive relationship between oral language and reading. Author encourages educators to begin helping parents to further the language development of their children through parent support teams.

Anselmo, Sandra. "Parent Involvement in the Schools," *Clearing House*, 50 (1977), 297-299.

Anselmo reviewed articles from *Education Index* about parent participation in school activities. She found that the number of articles generally increased until 1969 and then continued to increase at a high, steady rate. She found that 1) most of the articles treated the subject very positively, 2) the majority offered descriptive rather than analytical accounts of local programs, and 3) only a few reported systematic evaluations of programs. She traces the history of parent involvement and cites research showing certain kinds of parent involvement can have positive effects on children's achievement but cautions about the "halo" effect on research.

Artley, A. Sterl. "The Reading Specialist Talks to the Public," *Reading Teacher*, 18 (May 1965), 645-648.

Artley checked *Reader's Guide to Periodical Literature, 1961-1963* and found that of the 46 articles written for parents about reading, only one author could be called a reading specialist. He stresses the importance for informed reading teachers to gain an audience for information on their school's reading program. Needs such as additional library books and teaching materials were also noted. Both local and national media should be the means by which schools inform the public.

Barra, Julia A. "Selected Cultural Variables and the Reading Achievement of Black Innercity School Children of Washington, D.C.," doctoral dissertation, Catholic University of America, 1973. *Dissertation Abstracts International*, 34 (1973).

Barra found a significant correlation between reading achievement and the attitudes of mothers toward education in general, the aspirations for their children, and the mother's level of educational attainment.

Barth, Richard. "Home-Based Reinforcement of School Behavior: A Review and Analysis," *Review of Educational Research*, 49 (Summer 1979), 436-458.

Reviews 24 studies on teacher/parent cooperation to reinforce positive school behavior. All showed a positive effect on academic achievement or performance in school which lead to improved achievement such as completion of assignments.

Bauch, J.P., P.M. Vietze, & V.D. Morris. "What Makes the Difference in Parental Participation?" *Childhood Education*, 50 (1973), 47-53.

Categorizes parent involvement into three general approaches: for the sole purpose of assisting parents in their role as educational facilitator for their child, for mutual benefit to parents and to the educational program, and to support the educational program.

Becker, Henry Jay, & Joyce L. Epstein. "Parent Involvement: A Survey of Teacher Practices," *Elementary School Journal*, 83 (November 1982), 85-102.

Reports the initial phase of a larger study of the effects of parent involvement strategies on teachers, parents, and students. Discusses survey to measure teacher attitudes toward and uses of parent involvement in home learning as a teaching strategy.

Benson, Charles S. "Household Production of Human Capital: Time Uses of Parents and Children as Inputs," paper for National Symposium on Efficacy and Equity in Educational Finance, University of Illinois, May 1979.

Found that socioeconomic class, neighborhood, and school environment are strong counterweights to individual family influence. Parent involvement has the greatest impact on school achievement if outside influences are neither strongly positive nor negative. Suggests putting money into the poverty environment instead of schools.

Benson, Charles, Stuart Buckley, & Elliot A. Medrich. "Families as Educators: Time Use Contributions to School Achievement," in James Guthrie (Ed.), *School Finance Policy in the 1980s: A Decade of Conflict.* Cambridge: Ballinger, 1980.

Using data from 764 sixth graders in Oakland, California, Benson found that regardless of socioeconomic status, everyday activities and rules about activities, bedtime, etc., were not strongly related to achievement. Cultural activities (going to cultural events, playing games together, encouraging a hobby, reading together at home) and parent involvement (volunteering, joining PTA, attending school functions) were found to be significantly related to achievement.

Berlin, R., & I. Berlin. *Schools' Training of Parents to be Effective Teachers of Their Own and Other Non-Learning Children.* (ED 099 110), 1973, 1-16.

Study of Head Start programs concluded that children whose mothers had become directly involved in the class process sustained a lasting remedial effect. Discusses the relationship between improved school achievement and improved self-concept in children.

Berrueta-Clement, John, & others. *Assessment of Program Impact through First Grade, Volume V: Impact on Children. An Evaluation of Project Developmental Continuity. Interim Report X.* Ypsilanti, Michigan: High/Scope Educational Research Foundation, 1980.

Reports on the effects of Project Developmental Continuity emphasizing the involvement of school personnel and parents in formulating educational goals and curriculum development.

Biberstine, Richard D. "Affective Dimensions of Reading Instruction," *Contemporary Education*, 48 (Spring 1977), 165-167.

Challenges the reading instructor to build positive feelings and emotions through reading as well as good reading skills.

Bing, Elizabeth. "Effect of Child Rearing Practices on Development of Differential Cognitive Abilities," *Child Development*, 34 (1963), 631-648.

Mothers of highly verbal fifth graders were found to be higher in all categories of helping behavior, in pressuring for child's improvement, in helping child upon request, in asking more questions of the observer, in giving more physical help, and in providing help sooner than low verbal mothers. However, the father's reading time was significantly higher than mother's reading time for high verbal girls. Children higher on nonverbal tasks are given more freedom to experiment on their own and have less demanding mothers.

Boulder Valley, Colorado, School District. *A Personalized Kindergarten Program With Supplementary Parent Involvement: Final Report.* Bureau of Elementary and Secondary Education, Office of Education, June 1975.

Children identified as having high need for readiness activities were given teacher designed home stimulation activities by their parents. These pupils scored significantly higher on standardized tests and maintained their gains longer than the control group who received only in-school instruction.

Briggs, Chari, and David Elkind. "Characteristics of Early Readers," *Perceptual and Motor Skills*, 44 (June 1977), 1231-1237.

Tests were given to 33 prekindergarten reading children and 33 matched control children. Their parents were interviewed using 47 items dealing with demography, parenting practices, and child characteristics. Demonstrates relationship of supportive home environment to early reading.

Bronfenbrenner, Urie. *A Report on Longitudinal Evaluations of Preschool Programs, Vol. II: Is Early Intervention Effective?* Office of Child Development, Department of Health, Education, and Welfare, 1974.

In an analysis of studies of different intervention programs for disadvantaged children, Bronfenbrenner found that children whose mothers are actively involved in their learning show higher and longer lasting gains.

Brown, B.R., & Martin Deutsch. "Some Effects of Social Class and Race on Children's Language and Intellectual Abilities: A New Look at an Old Problem," paper read at Society for Research in Child Development, Minneapolis, March 1965.

Researchers found significant differences on the Gates Paragraph Reading Test between students who experienced specific home characteristics and those who did not. High achievers had homes where parents had high aspirations for schooling level, encouraged conversation with adults during mealtime, and provided opportunity to engage in a number of cultural activities.

Brzeinski, Joseph E. "Beginning Reading in Denver," *Reading Teacher*, 18 (1964), 16-21.

Describes the rationale of the Denver program which taught preschoolers to recognize the symbols for beginning sounds and to use context to discover words and meaning.

Burgess, Joanne C. "The Effects of a Training Program for Parents of Preschoolers on the Children's School Readiness," *Reading Improvement*, 19 (Winter 1982), 313-318.

Study investigating the effectiveness of a program for parents of preschoolers found significant effect on readiness scores in cognitive and language areas for children whose parents participated. Includes description of 8 workshop components of parent training program.

Caliguri, J.P. "Will Parents Take Over Head Start Programs?" *Urban Education*, 6 (1970), 53-64.

Researcher found that many administrators and teachers do not wish to give parents any further decision making powers relative to the school program.

Capps, Dan, & Delwyn G. Schubert. "Do Parents Help Gifted Children to Read?" *Journal of Educational Research*, 56 (1963), 33-36.

Presents evidence, based on questionnaires completed by 83 gifted intermediate grade children, that parents are assuming responsibility in extending reading skills of their children. They buy books, subscribe to magazines, provide a time and place to read in the home, are critical of their children's interests, and want to increase quantity and raise level of quality of reading. The parents in this study did not criticize the schools.

Cassidy, Jack. "Reporting on Reading: Parents versus Teachers," *Reading Teacher*, 31 (December 1977), 294-296.

Study of parents' and teachers' attitudes toward children's reading ability showed that actual reading performance is more important than letter grades and standardized test scores.

Cervantes, Hermes T., & others. "Community Involvement in Bilingual Education: The Bilingual Educator as Parent Trainer," *Journal for the National Association for Bilingual Education*, 3 (Winter 1979), 73-82.

Study determined bilingual and culturally diverse parents can be trained by bilingual educators to enhance attitudes toward reading and reading related behaviors of primary children.

Cervone, Barbara Tucker, & Kathleen O'Leary. "A Conceptual Framework for Parent Involvement," *Educational Leadership*, 40 (November 1982), 48-49.

Describes the "Parent Involvement Continuum" which simply but comprehensively charts a way to view parental involvement in the school.

Chambers, Aidan. "The Making of a Literary Reader," *Horn Book Magazine*, 51 (June 1975), 301-310.

Discusses the socializing part played by storytelling and reading aloud to encourage literacy.

Chan, Jimmy. "Parenting Styles and Children's Reading Abilities: A Hong Kong Study," *Journal of Reading*, 24 (May 1981), 667-675.

Presents a study of adolescents in Hong Kong which suggested that parents' behavior toward their children affected children's achievement in reading and other verbal skills.

Chance, June E. "Independence Training and First Graders' Achievement," *Journal of Consulting Psychology*, 25 (1961), 149-154.

Reports that when mothers make early demands for independence, children's school progress is poorer relative to the predicted rate based on intelligence level, especially for girls in reading.

Children's Book Council. "Getting Parents Involved in Books for Children," *Reading Teacher*, 32 (April 1979), 822-825.

Describes 7 proposals to increase parent participation in their children's reading. (Funded through grants from the Children's Book Council.)

Chilman, Catherine. "Some Angles on Parent-Teacher Learning," *Childhood Education*, 48 (December 1971), 119-125.

Discusses blocks to effective parent-school communication and how to overcome these for the benefit of the child.

Chudzik, Barbara. "Censorship: The Targets Have Changed," *Cleveland Press*, June 11, 1980, 6-A.

Reports two sides of a story on censorship. A parent group succeeded in removing a health book from the school library.

Clarke-Stewart, K. Alison. "Popular Primers for Parents," *American Psychologist*, 33 (April 1978), 359-369.

Integrates four studies on child care: survey of child care publications, questionnaire distributed through the public library to readers of parenting books, questionnaire about sources of child care advice, and interviews with mothers participating in a study of child care.

Clayton, Marian S. "Success Story of an Innercity School," *Today's Education*, 65 (September-October 1976), 43-46.

Offers a success story of a problem innercity school where the principal placed emphasis on reading and writing skills and their practical application in other courses, developed a curriculum based on the real interests of the students, and encouraged active participation of parents and students in the community.

Clegg, Blanche. "The Effectiveness of Learning Games Used by Economically Disadvantaged Parents to Increase the Reading Achievement of Their Children," paper presented at the annual meeting of American Educational Research Association, New Orleans, March 1973. (ED 085656)

Clegg found that if parents were trained in using educational games, their children made gains in the skills being taught in the game.

Cohan, Mayme. "Two and a Half and Reading," *Elementary English*, 38 (1961), 506-508, 517.

Describes how author taught her daughter to recognize words and the behaviors evidenced when the child was bored or uninterested. Suggests more research needed in early reading since there is some evidence that certain concepts or skills can be learned effortlessly before the child can understand things logically.

Cole, John Y. (Ed.). *Reading in America: 1978.* Washington D.C.: Library of Congress, 1979.

Reports selected findings of the Book Industry Study Group's 1978 study of American book reading and book buying habits. Study was the most comprehensive ever undertaken of this topic and included 1,450 persons, 16 years and older.

Coleman, James S., et al. *Equality of Educational Opportunity.* Washington, D.C.: Department of Health, Education, and Welfare, U.S. Government Printing Office, 1966.

Coleman found that family background is of high importance in school achievement. Having a good self-concept and sense of control over one's environment, which probably result from home experiences, are very highly related to the child's achievement in school.

Colligan, Robert C. "Prediction of Kindergarten Reading Success from Preschool Report of Parents," *Psychology in the Schools*, 13 (July 1976), 304-308.

Reports on the Minnesota Child Development Inventory which was used to obtain parent observations on 59 children before the start of the kindergarten year. Results indicated that the parent report correlated with postkindergarten succes in reading.

Conant, Margaret M. "Teachers and Parents: Changing Roles and Goals," *Childhood Education*, 48 (December 1971), 114-118.

Suggests that schools must take steps to actively involve parents in an educational partnership so they can act rather than react to the demands of parents for more information, more involvement, and more control of school policies and practices.

Conk, Judith Ann Sarris. "Using Community Language Resources in the School," *Theory into Practice*, 16 (December 1977), 401-406.

Discusses the need for a dual commitment between school and community if students are to maximize their learning. Also lists ways to involve students' experiences within the available community.

Cottier, Susan J., & Sheri A. Koehler. "A Study Skills Unit for Junior High Students," *Journal of Reading*, 21 (April 1978), 626-630.

Reports research of a secondary study skills program in which parents were involved through evening sessions at the school. The program yielded positive results for those students whose parents participated.

Crosset, R., Jr. "The Extent and Effect of Parents' Participation in Their Children's Beginning Reading Program: An Innercity Project," doctoral dissertation, University of Cincinnati, 1972. University Microfilms, No. 72-31, 922. (ED 076 946)

Children whose parents supplemented school instruction with planned instruction at home achieved more than children whose parents did not provide the extra help. However, the differences were not significant. While the parents were willing to participate they had to be highly motivated as it was

their responsibility to borrow appropriate materials from a neighborhood learning center.

DeFranco, Ellen B. "Parent Education as an Aid to Improving Children's Reading," *Adult Leadership*, 21 (April 1973), 320-323, 346.

Discusses the importance of expanding parental involvement with several varieties of adult education programs that train parents to aid children with reading. For parents of elementary through high school age children, with prereading activities for parents to use with preschoolers.

Della-Piana, G., & others. "Parents and Reading Achievement: A Review of Research," *Elementary English*, 45 (1968), 190-200.

Authors' review of the literature revealed that parent characteristics have been investigated with respect to rather molar measures of reading ability. Since a number of treatments seem similarly effective, author suggests advisability of searching for the conditions (outcome measures, child characteristics) under which the methods are differentially effective. The bibliography cites 67 sources, a handful dealing with reading achievement per se, while the majority deal with cognitive development in general or mother-child interaction. A last category is reading readiness. Overall, most studies had small samples, had not been replicated, and combined treatment variables from separate studies which changed the treatment in unpredictable ways.

Della-Piana, G., Robert F. Stohmann, & John C. Allen. *The Influence of Parental Attitudes and Child-Parent Interaction upon Remedial Reading Progress. Final Report.* Cooperative Research Project, S-266, U.S. Office of Education and Welfare. Salt Lake City: University of Utah, 1966.

Describes research which stressed a parent-training program of 14 formal sessions plus 2 individual sessions. Children in the experimental group demonstrated significantly greater gains (.05 level or beyond) in oral reading word recognition and comprehension. Silent reading gains and oral rate were not significant.

Deutsch, Martin. "The Role of Social Class in Language Development and Cognition," *American Journal of Orthopsychiatry*, 35 (January 1965), 78-88.

Relates environmental experiences to specific language and learning skills and shows that some preschool children are disadvantaged by lack of language stimulation and other experiences in the home.

Dix, M. "Are Reading Habits of Parents Related to Reading Performance of Their Children?" paper presented at the Annual Meeting of the National Council of Teachers of English, Chicago, November 1976. (ED 133 693)

Using a questionnaire to which 148 parents of children in an elementary reading program in Neenah, Wisconsin, responded, the author reports that parents of good readers differ from parents of poor readers in terms of their own reading skills and habits, their use of TV, and reading to their children before they entered school.

Duncan, Linda J., & Barbara VonBehren. "PEPPER – A Spicy New Program," *Reading Teacher*, 28 (November 1974), 180-183.

Presents PEPPER (Parents Education Program to Pep-up Every Reader), a reading program for second graders that requires parental participation.

Durkin, Dolores. "A Six Year Study of Children Who Learned to Read in School at Age Four," *Reading Research Quarterly*, 10 (1974-1975), 9-61.

Reports that children who learned to read in a special two year prefirst grade language arts program achieved significantly higher than appeared on reading tests in grades 1 and 2 but their higher scores were not significant in grades 3 and 4.

Education Recaps. Princeton, New Jersey: Educational Testing Service, January 1966.

Cites research of Soviets which indicates children in boarding schools achieve significantly higher than those in day schools. Also describes a joint planning project among Arizona State University, several school districts, and a Goodyear Tire and Rubber Company subsidiary to develop a new town, Latchfield Park, near Phoenix. Includes a plan for early education of three to four year olds in homelike situations with parents' knowledgeable participation.

Englehardt, Elizabeth. "A Prereading Program," *Reading Teacher*, 23 (March 1970), 535-38.

Describes a weekly program for one and one-half to four year olds and their mothers, intended to develop early childhood interest in good books and to assist parents in their roles. Cites sources supportive of such a program.

Epstein, Joyce L., & Henry Jay Becker. "Teachers' Reported Practices of Parent Involvement: Problems and Possibilities," *Elementary School Journal*, 83 (November 1982), 103-113.

Discusses results of survey of teachers' uses and opinions of the benefits of parent assistance at home and the organizational structure of parent involvement activities. Presents both potential advantages and potential problems.

Esworthy, Helen Feaga. "Parents Attend Reading Clinic, Too," *Reading Teacher*, 32 (April 1979), 831-834.

Summarizes summer reading clinic sponsored workshops to involve parents in their children's reading instruction.

Farkas, Karen. "School's in So Parents Can Stay Up with Pupils," *Plain Dealer*, November 21, 1982, 11-A.

Reports how one teacher tries to reduce failure by requesting parent participation in teaching their child math. Her goal is "to get a cohesion between parent and teacher and work together during the year to give the student motivation and drive."

Farquhar, Robin H. "Home Influence on Achievement and Intelligence: An Essay Review," *Administrators Notebook*, (1965), 13.

Reviews two doctoral studies which found characteristics which were determiners of the influence of the home on achievement in school.

Fisher, Dennis F. "Compensatory Training for Disabled Readers: Research to Practice," *Journal of Learning Disabilities*, 13 (March 1980), 134-140.

Review of research directed at identifying perceptual and cognitive components in reading and their dysfunction in disabled readers. Some home/school components included.

Fraser, Elizabeth. *Home Environment and the School*. London: University of London Press, 1959.

Reports that using an Index of Educational Environment plus IQ accounted for 75 percent of the variability in school achievement. Word knowledge, reading, and language subtests of the Metropolitan Achievement Battery correlated most highly with factors in the home environment.

Gallagher, James J., & others. "Parent Involvement, Parent-Teacher Interaction, and Child Development," paper presented at the Biennial Southeastern Conference of Human Development, April 1976.

The project significantly improved children's scores on the Iowa Test of Basic Skills by providing support for the parents' educational role in the home and increasing the amount of interaction between home and school. Particularly related to achievement were reading books at home, use of a library, guided use of television, and extracurricular lessons.

George, J.E. "Correlates of Reading Deficiency: The Relationship of Preschool Experiences to Reading Achievement," University of Missouri at Kansas City, 1972. (ED 089 197)

Describes a structured parent training program for poor uneducated mothers to teach their own children to read. After training, the parents tutored their children during the summer months. The experimental group scored significantly higher on a posttest (Wide Range Achievement) than did control groups.

Gillum, Ronald M. "The Effects of Parent Involvement on Student Achievement in Three Michigan Performance Contracting Programs," paper presented at the American Educational Research Association Annual Meeting, New York, April 1977.

Children scored significantly higher in reading tests in the district which built an intensive inservice training program for administrators, parents, and teachers. Forty parents were trained who then conducted sessions for the other parents.

Gilmore, John. "Parental Influence on Academic Achievement," *Normline*, 2. New York: Harcourt Brace Jovanovich, n.d.

Discusses the effects of emotional conflict on ability to learn and remember and concludes that early home and family environments contribute strongly to achievement. Gilmore's research shows that if parents' fundamental attitudes are changed, underachieving students become highly motivated.

Gold, Patricia, & Adele M. Taylor. "Of Course, Volunteers." *Reading Teacher,* 28 (April 1975), 614-616.

Describes a method of teaching reading which makes use of volunteers, including parents, students, and retired citizens.

Goldman, Richard, & David Champagne. "Some Speculations on Parent-School-Child Interaction in Kibbutz Zafone, Northern Israel," *Children Today,* 4 (March/April 1975), 27-29.

Notes that in the Kibbutz, there was regular but unplanned free flow of adults in and around the classrooms. Most were adults interacting with their own children, often reading a story to their child or to several children. Authors recommend changes in American schools to accommodate parents.

Goodson, Barbara D., & Robert D. Hess. *Parents as Teachers of Young Children: An Evaluative Review of Some Contemporary Concepts and Programs.* Washington D.C.: Bureau of Educational Personnel Development, Department of Health, Education, and Welfare, 1975.

Twenty-nine preschool programs for disadvantaged children were reviewed to determine long and short term effects on achievement. Authors say that the programs consistently produced significant gains in IQ scores, better school performance, and altered in a positive direction the teaching behavior of the parents.

Goodson, Floyd. "Factors Related to Success in Reading by Disadvantaged Children," doctoral dissertation, University of Arizona, 1974. *Dissertation Abstracts International,* 34 (1974), 4559. (ED 550 408 156)

Goodson found that there were more books, magazines, and newspapers in homes of good readers and that their parents went to more school functions. Poor readers, on the other hand, spent more time watching TV, listening to radios or stereos, or working on their hobbies.

Gordon, Ira, & others. "Continuity Between Home and School: Aspects of Parent Involvement in Follow Through," unpublished paper, University of North Carolina, 1978.

Observing Follow Through and non-Follow Through parents on videotape teaching their own children, it was found that Follow Through parents exhibited a significantly higher number of desirable teaching behaviors and their children were found to score higher on reading and mathematics tests.

Gordon, Ira. "What Does Research Say about the Effects of Parent Involvement on Schooling?" Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development, 1978.

Gordon concludes from his review of the literature that the more comprehensive and long-lasting the parent involvement, and the more wide reaching the roles, the more effective the involvement will be on children's achievement, and on the quality of schools as institutions serving the community.

Gordon, Ira J. "What Do We Know About Parents as Teachers?" *Theory into Practice*, 11 (1972), 146-149.

Supports the notion that parents' actions during preschool years significantly affect children's school performance. Identifies specific parental behaviors which affect performance positively.

Granowsky, Alvin, & others. "Parents as Partners in Education," *Reading Teacher*, 32 (April 1979), 826-830.

Explains a program involving parents as equal partners sharing the responsibility for their children's education.

Grimmett, Sadie A., and Mae McCoy. "Effects of Parental Communication on Reading Performance of Third Grade Children," *Reading Teacher*, 34 (December 1980), 303-308.

Studies the influence of differential approaches to school-parent communication about a third grade individualized reading program, reading achievement, and parental involvement.

Groberg, E.H. *Review of Research: 1965-1969*. Washington, D.C.: U.S. Government Printing Office, 1969.

Found that Head Start children of parents who had a high level of participation in the program had greater gains in IQ and achievement.

Gross, Mary. "Combined Human Efforts in Elevating Achievement at the Wheatley School, Washington, D.C.," Ed.D. Practicum, Nova University, 1974. (ED 102 666)

An intensive parent involvement program produced significant increases in both reading and mathematics test scores after one year. School also instituted comprehensive improvement programs that were not isolated from the parent involvement program when treating the data.

Guinagh, Barry & Ira Gordon. "School Performance as a Function of Early Stimulation." Florida University at Gainesville, Institute for Development of Human Resources, December 1976. (ED 135 469)

Researchers trained mothers in how to use learning materials at home by having paraprofessionals visit the home twice every three weeks for about one hour per visit. Program lasted until the child's third birthday. At the end of fourth grade the children were tested and it was found that the treatment group had fewer assignments to special education classes and scored significantly higher on reading and math tests than a control group.

Guthrie, John T. "Parents as Teachers," *Reading Teacher*, 36 (December 1982), 350-352.

Studied parent involvement in education through a teacher survey. Results showed parents were requested by teachers to read to and help their children with reading.

Harding, John. "Effects of Compensatory Preschool Programs," *Project Literacy Reports*. Ithaca, New York: Cornell University, 4 (December 1964), pp. 43-48.

Describes increase of programs to influence family life through parent education stimulated by the Economic Opportunity Act of 1964. Notes only a few programs researched.

Harmer, William R., & Jacquelyn Alexander. "Examination of Parental Attitudes within the Diagnostic Intervention Process," *Journal of Learning Disabilities*, 11 (November 1978), 590-593.

Reports results of a questionnaire measuring child rearing attitudes of parents of 214 children seen at a learning disabilities center.

Harrington, Alma. "Parents and the School," *Reading Teacher*, 23 (May 1970), 211-216.

Discusses one adult education program aimed at how parents can help their child with reading at home and how the program was set up, implemented, and evaluated.

Heath, Shirley Brice. "What No Bedtime Story Means: Narrative Skills at Home and School," *Language in Society II*, 1983, 49-76.

Heath studied children's oral language in relation to the amount of reading to children done in their homes. She found that, in both early reading and in reading at advanced stages, the children with less exposure to the content of books and on how to learn from books were at a distinct disadvantage. The home environment of three distinct cultures was the significant factor in learning differences.

Heerman, Charles E., & Patricia R. Callison. "Reading Profile of a Small Midwestern School," *Reading Improvement*, 15 (Summer 1978), 10[illegible]104.

Surveys the reading and television viewing habits of K-12 children and the perceptions of K-8 students' parents about their children's use of time. Suggests the need to educate parents and make changes in reading curriculum.

Heisler, Florence, & Francis Crawley. *Parental Participation: Its Effects on the First Grade Achievement of Children in a Depressed Area.* Albany, New York. (ED 039 265)

Describes a study of parent participation during child's first grade year in the Wyand Anch Schools. Concluded effects may not be discernible immediately and it may take years of effort to show effects.

Henderson, Ronald W., & Rosemary Swanson. "The Socialization of Intellectual Skills in Papago Children: The Effects of a Parent Training Program."

Tucson: University of Arizona, Arizona Center for Educational Research and Development, July 1973. (ED 081 471)

Native American children lacking an important basic learning skill of questioning were successfully taught at home by their mothers.

Herman, Joan L., & Jennie P. Yen. "Some Effects of Parent Involvement in Schools," paper read at the American Educational Research Association Annual Meeting, Boston, 1980.

Showed a significant relationship between parent involvement, especially participation in school activities, and student achievement. Also significant were the areas of parent satisfaction and influence in decision making to good parent-teacher relationships and, ultimately, to better achievement.

Hess, Robert. "Maternal Behavior and the Development of Reading Readiness in Urban Negro Children." Early Education Research Center, Chicago. Sponsored by Office of Education (HEW), Washington D.C. Division of Educational Laboratories, 1969.

Hess found and identified several environmental factors which affected reading readiness. They included living conditions; use of home resources to aid children's intellectual growth; mothers' outside interests; mothers' language ability, teaching style, and own self-concept.

Hoskisson, Kenneth. "The Many Facets of Assisted Reading," *Elementary English*, 52 (March 1975), 312-315.

Discusses the importance of parent participation during the beginning reading stage and the ways parents can assist at home.

Hubbard, Douglas, & John Salt. "Family Support and the Young Reader," *Forum for the Discussion of New Trends in Education*, 17 (Spring 1975), 63-64.

Reports investigations of the positive effects of family-school interaction upon students' reading achievement.

Hunt, Joseph M. "The Psychological Basis for Using Preschool Enrichment as an Antidote for Cultural Deprivation," *Merrill-Palmer Quarterly*, 10 (1964), 209-248.

Discusses the psychological basis for using enrichment at the preschool level to improve children's ability to profit from formal education.

"I Don't Trust Them, and I Haven't from the Beginning," *Exceptional Parent*, 8 (August 1978), 13-17.

Portrays a conflict between the parents of an eleven year old boy with reading disabilities and the school which the child attends. Includes suggestions for avoiding such conflicts.

Ingram, John E., Jr. "School-Community Relations and Student Achievement," paper presented at the Annual American Educational Research Association Convention, San Francisco, April 1979. (ED 172 374)

Processes of community relations, especially communication and resolution (problem-solving) showed a positive impact on student achievement.

Irvine, David J. "Parent Involvement Affects Children's Cognitive Growth." Albany: State University of New York, Division of Research, 1979.

In this study with disadvantaged children in an experimental prekindergarten program, it was found that the more time a parent spent in the program the greater the effect on reasoning, verbal concepts, and school related skills. The greatest effect was seen with children who had the lowest initial scores.

Irwin, James R. *Annual Evaluation Reports: ESAA Basic Projects Reading Components (and) Final Evaluation Report: 1978-1979 Detroit Objective Referenced Testing Program (DORT).* Detroit, Michigan: Detroit Public Schools, Department of Research and Evaluation, November 1979.

The Home Curriculum Program was found to function at a high level on both a citywide basis and within individual regions at the middle school level. This program includes a parent training subcomponent through which parent involvement is solicited.

Israelson, Jo. "Toward a Realistic Image of Parents: A Teacher's Point of View," *Exceptional Parent*, 10 (1980), S3-S4.

Discusses a variety of situations a teacher encounters when the model parent household no longer exists and the teacher must deal with the new single parent situation.

Iverson, Barbara K., & others. "Parent-Teacher Contacts and Student Learning," *Journal of Educational Research*, 74 (July-August 1981), 394-396.

Reports on a study of the effects of the classroom and home environments on reading achievement. Increasing parent-teacher contacts worked effectively to increase achievement in younger children but had an opposite effect on older children.

Jackson, Shirley A. "Should You Teach Your Child to Read?" *American Education*, 13 (October 1977), 27-29.

Author believes parents can help their preschooler learn the fundamentals of reading even though they are not professional teachers.

Jencks, Christopher. "The Coleman Report and the Conventional Wisdom," in Frederick Mosteller & Daniel Moynihan (Eds.), *On Equality of Educational Opportunity.* New York: Vintage, 1972.

Jencks reanalyzed the data Coleman collected from 285 urban elementary schools and discovered that in those schools with an active PTA, student achievement was higher than in those with an inactive or nonexistent PTA.

John, Vera. *Environmental Influences on Language Development.* (ED 001 889)

Discusses the influence of the language of the home on the child's language. Author's research confirmed that the period between ages 2 and 5 is the crucial period for acquisition of inner speech.

Jones, Pauline. *Home Environment and the Development of Verbal Ability.* Paper presented at the Annual Meeting of the American Education Research Association, New York City, February 1971. (ED 047 048)

Research found that home environment contributed significantly to children's cognitive development. Opportunities for the use and development of language were the best predictors of verbal ability.

Keele, Reba, & Grant Harrison. "The Effects of Parents Using Structured Tutoring Techniques in Teaching Their Children to Read," paper presented at meeting of AERA, New York, 1971. (ED 047 926)

High school students and parents were found to be equally effective in tutoring young elementary children.

Ketcham, Clay. "The Home Background and Reader Self-Concept Which Relate to Reading Achievement," doctoral dissertation, Lehigh University, 1966. *Dissertation Abstracts*, 28 (1967), 499. (P 420 004 485)

In a questionnaire study of the backgrounds of 528 tenth graders, 26 factors related to reading success at the .05 level of significance. The most significant were the mother's use of the library; the number of newspapers and good quality magazines available in the student's home; and whether the father was employed in work considered professional, managerial, or technical.

Klein, Ann E. "Parental Involvement in Children's Reading Readiness Development," *Reading Horizons*, 18 (Summer 1978), 272-276.

Reports research on the influence of parents and the home environment in developing children's reading potential and describes parent education programs designed to involve parents in the learning development of their children.

Kruger, Stanley. "Education for Parenthood and the Schools," *Children Today*, 2 (March/April 1973), 4-7.

Describes the need to include a course in parenting for all secondary students. Cites statistics to show that some of the severest educational problems occur among children whose parents were teenagers when the child was born and, therefore, did not understand how to parent. Often the parents came from a single parent home and had no model of varying family structure and functions, parental roles and responsibilities, community resources to aid in parenting, child care arrangements, and skills required to effectively work with children. Describes a bibliography of parenting sources available from the author in the U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Ladd, Margaret R. *The Relationship of Social, Economic, and Personal Characteristics in Reading Ability.* New York: Bureau of Publications, Teachers College, Columbia University, 1933.

Ladd found that children whose parents included them in mealtime conversation achieved higher on measures of verbal ability.

Larrick, Nancy. "Let's Enlist the Parents," *Education*, 76 (May 1958), 522-535.

Reports a survey which showed that over 40 percent of the parents interviewed wanted to know how reading was taught and how they could help their children at home.

Lazar, Irving, & Richard B. Darlington. "Summary: Lasting Effects After Preschool," Consortium for Longitudinal Studies, Cornell University, 1978.

Eleven early childhood projects which involved parents were studied long-term. Participating children performed better and had fewer assignments to special education classes or were retained less than control children. Report indicates the lasting effects of preschool intervention type projects for predominantly black, lower income children. Parental involvement was present in all the programs and the researchers felt it was an integral factor in a cluster of factors found essential to program success.

Lentini, Gerard F. "As the Teacher Teaches, So the Child Reads," *Kappa Delta Pi Record*, 13 (December 1976), 61-62.

Suggestions on how to answer the controversy that continues to involve teachers, parents, and the general public on how reading should be taught and/or learned.

Lichter, P. "Communication with Parents: It Begins with Listening," *Teaching Exceptional Children*, 8 (1976), 66-71.

Tells how teachers can increase open communication with examples of Gordon's techniques for parent-teacher interactions.

Lipchik, Margaret. "A Saturday School for Mothers and Preschoolers," *The National Elementary Principal*, 44 (November 1964), 29-31.

Describes an attempt to help ready four and five year olds for entry into kindergarten and first grade in downtown Washington, D.C. Nine categories of skills, habits, and attitudes are stressed including how to handle and respect books. Mothers attend with their children and have learned to understand their children's behavior and to deal with it quietly and with reason. Application in the home of suggestions given in the sessions is encouraged.

Lomax, Carol M. "Interest in Books and Stories at Nursery School," *Educational Research*, 19 (February 1977), 100-112.

Compares preschool children with high or low level of interest in books and stories at nursery school based on observations, tests, interviews with parents about home activities, and questionnaires for staff about school activities.

Malmquist, Eve. *Factors Related to Reading Disabilities in First Grade of Elementary School.* Stockholm: Almquist & Wiksell, 1958.

Malmquist found that certain home factors contributed to first grade reading success and sustained this success through later schooling: 1) mother's education, 2) number of books in the home, 3) visual perception of letters and numbers, and 4) certain personality traits.

Maloney, P. "Perceived Parental Child Rearing Patterns, Field Articulation, and Reading Achievement in Eighth Grade Girls," doctoral dissertation, Fordham University, 1974. *Dissertation Abstracts International*, 35 (1974), 1503. (ED 550 613 321)

Found that eighth grade girls' perceptions of how their parents accepted them or used psychological controls with them were not significantly related to reading achievement.

Matuszek, Paula. *Review of Research in Parent Involvement in Education, Interim Report: Low Socioeconomic Status and Minority Student Achievement Study.* Austin Independent School District, Texas, July 1977. (ED 161 980)

Researcher reviewed data from a number of unpublished studies which show that for low income and minority children, involvement of parents in the working of the school as aides, liaisons, serving on committees, acting as advisors or decision makers, or just displaying interest in their children's education lead to increased achievement.

Mayeske, George W. *A Study of the Achievement of Our Nation's Students.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1973.

In reanalyzing the data of the Coleman report the research found that the effect of family structure and stability played a relatively small role for both white and black students, but a larger role for other minority groups. The effects were also greater for boys than for girls. Three motivational variables that intervene between the structural aspects of the family and student achievement are: expectations of students and parents for academic performance; how much they engaged in supportive activities of the expectations; and the students' belief that hard work was an antecedent of success and that education gave one greater benefits in life.

McCormick, Sandra. "Should You Read Aloud to Your Children?" *Language Arts*, 2 (February 1977), 139-143, 163.

Reviews research which relates reading performance, reading interests, and language development of children to experiences they have had in being read to by parents and teachers.

McDaniel, Ernest, & others. "A Longitudinal Study of the Effects of Parental Attitudes on the Development of Self-Concepts and Attitude toward School," paper presented at annual meeting of the American Educational Research Association, Ontario, Canada, March 1978. (ED 164 560 TM 007 616)

Examines relationships of parents' and elementary school children's attitudes toward self and school. No highly consistent patterns revealed.

McDill, Edward L., Leo Rigsby, & Edmond Meyers. "Educational Climates of High Schools: Their Effects and Sources." Baltimore: Johns Hopkins University Center for the Study of Social Organization of Schools, April 1969.

Study encompassed 20 public high schools in 8 states. Questionnaires were sent to over 20,000 students, 1,000 faculty members, and all the principals. Parent involvement in the high school (PIHS) was correlated with achievement measures and college plans. Parent involvement was measured by faculty responses to three questions. PIHS was determined to be the critical factor in explaining the impact of the high school environment on achievement and educational aspirations. It had a substantial effect on math achievement and college plans as well as a significant effect on the achievement and aspirations of students with comparable ability and family educational background.

McKee, Paul, Joseph E. Brzeinski, & M. Lucille Harrison. *The Effectiveness of Teaching Reading in Kindergarten*. Final Report, Cooperative Research Project 5-0371. U.S. Office of Education, Department of Health, Education and Welfare. Denver: Colorado State Department of Education, 1966.

Describes the Denver beginning reading project in which parents and preschoolers participated in a TV instructed reading readiness program. Parents were given a study guide. The longitudinal study concluded that measurable advantages of early instruction had faded when the child was not put in an accelerated program in school.

McKinney, J. "The Development and Implementation of a Tutorial Program for Parents to Improve the Reading and Mathematics Achievement of Their Children," doctoral dissertation, Nova University, 1975. (ED 113 703)

Children achieved significantly more than those in a control group if their parents received 30 hours of tutorial training. Children also had a better attitude toward school.

McWilliams, David R., & Patricia M. Cunningham. "Project PEP," *Reading Teacher*, 29 (April 1976), 653-655.

Detailed description of a parent education program designed to teach parents how to help their school age children to benefit from reading instruction and how to provide a home environment that would help preschoolers develop readiness skills needed for beginning reading.

Melaragno, Ralph J., & Gerald Newmark. "A Tutorial Community Works toward Specified Objectives in an Elementary School," *Educational Horizons*, 48 (Winter 1969-1970), 33-37.

Discusses the possibility and means of starting a tutorial community involving an entire elementary school as well as the advantages of upper grade children's roles as tutors. Approach and procedure are clearly specified.

Miller, Wilma H. "Home Prereading Experiences and First Grade Reading Achievement," *Reading Teacher*, 22 (April 1969), 641-645.

Concluded that there were some prereading experiences in which the lower-lower class children had little opportunity to participate, such as family trips. Middle class children participated in the greatest variety of activities and the lower-lower class the least.

Miller, Wilma H. "When Mothers Teach Their Children," *Elementary School Journal*, 70 (October 1969), 38-42.

Discusses an investigation of the relationship between maternal teaching style and children's reading readiness and subsequent reading achievement in first grade.

Milner, Esther. "A Study of the Relationship between Reading Readiness in Grade One School Children and Patterns of Parent-Child Interaction," *Child Development*, 22 (1951), 95-112.

Children scoring highest on language factors tended to be from home environments rich in verbal interaction, reading material, and positive emotional interaction.

Moles, Oliver C. "Synthesis of Recent Research on Parent Participation in Children's Education," *Educational Leadership*, 40 (November 1982), 44-47.

Discusses examples of recent studies, common themes emerging from the studies, and conclusions of use to those planning parent involvement programs.

Mowry, Charles. *Investigation of the Effects of Parent Participation in Head Start: Nontechnical Report of the Midco Educational Associates.* Washington, D.C.: Department of Health, Education, and Welfare, November 1972.

When there were high levels of parent involvement, Head Start centers consistently had children who performed higher on standardized tests. Parents were more satisfied and communities were more responsive to the disadvantaged than in Head Start centers with low parent involvement. Type of parent involvement did not seem to be as crucial as the extent of involvement.

Nichols, Edith. *Interaction with Parents and the Community: An Instructional Module.* Warrensburg, Missouri: Central Missouri State University, 1975 (mimeographed).

Nichols developed a module for use in teacher education courses to prepare the teacher to work with the parents and community.

Niedermeyer, Fred C. "Parents Teach Kindergarten Reading at Home," *Elementary School Journal*, 70 (May 1970), 438-445.

Reports on study investigating the effects of parents' monitored practice at home on pupil performance in reading in kindergarten. Describes program development for school related instruction at home and the parents' participation.

Ninio, Anat, & Jerome Bruner. "The Achievement of Labeling," *Journal of Child Language*, 5 (February 1978), 1-15.

Achievement of labeling was investigated in a longitudinal study of one mother-infant dyad, using video recordings and analysis of joint picture book reading. Participating in a ritualized dialogue, rather than imitation, was found to be the major mechanism through which labeling was achieved.

O'Rourke, William J. "Are Parents an Influence on Adolescent Reading Habits?" *Journal of Reading*, 22 (January 1979), 340-343.

Reports a study indicating that the relationship between the reading habits of adolescents and their parents is not a strong one.

Paraprofessionals and Reading Committee of the International Reading Association. "Paraprofessionals and Reading," *Reading Teacher*, 27 (December 1973), 337.

Specifies criteria for selecting, training, and evaluating paraprofessionals and guidelines for paraprofessionals and volunteers in teaching reading and reading related activities.

Parents and Reading: ERIC/RCS. *Reading Teacher,* April 1978.

Eric Clearinghouse on Reading and Communication Skills is an educational resource of articles, booklets, brochures, books. (Write to: ERIC, c/o NCTE, 1111 Kenyon Road, Urbana, Illinois 61801.)

Perlish, H. *Wordland Workshop.* Philadelphia: Radio and Television Division, Triangle Publications, 1968. (ED 025 946)

Describes a study in which parents were taught to help their three year olds watch a television program, "Wordland Workshop." The control group watched "Captain Kangaroo." The experimental group was significantly higher on reading related skills than the control group.

Peters, Laverne. "The Buck Stops Here," *English Journal,* 63 (November 1974), 59-60.

Describes four in-school programs (originated in New Haven, Connecticut) in which parents can learn how to help their children toward better reading.

Peters, Nathaniel A., & William T. Stephenson, Jr. "Parents as Partners in a Program for Children with Oral Language and Reading Disabilities," *Teaching Exceptional Children,* 11 (Winter 1979), 64-65.

Describes the Oakland Schools Reading and Language Clinic two-part parent program that incorporates understanding, skills, and reinforcement for parents of learning disabled students.

Plessas, Gus P., & Clifton R. Cakes. "Prereading Experiences of Selected Early Readers," *Reading Teacher,* 17 (January 1964), 241-245.

This research of early readers found that their learning to read was not by chance. In most cases, a parent or sibling had instructed them. Most were of superior intelligence, had fathers in clerical or professional positions, had a stimulating home reading environment, and showed early interest in writing and reading.

Powell, Frances. "Parents Should Know about Reading Skills," *Reading Teacher,* 23 (May 1970), 738-740.

Description of a summer remedial program which children attended four mornings a week with Fridays set aside for parents; what happened at one group session with parents, teachers, and the reading consultant; and the outcome of the Friday sessions with parents.

Prior, D. "Innercity Elementary Pupil Mobility, Reading Achievement, and Environmental Process Variables," doctoral dissertation, Fordham University, 1974. *Dissertation Abstracts International,* 35 (1974), 1509-1510. (P 550 613 333)

Found that frequent transfer of students between schools resulted in lower reading achievement.

Radin, N. "Three Degrees of Maternal Involvement in a Preschool Program: Impact on Mothers and Children," *Child Development*, 43 (December 1972), 1355-1364.

Radin found that after the second year in a prekindergarten class the children whose parents were involved had significantly higher IQ gains than those with no parent involvement. The curriculum was Piagetian. The researcher concluded that a parent-education component is important if children are to continue to benefit academically from a compensatory preschool program even if no immediate benefits are apparent.

Raim, Joan. "Rolling Out the Welcome Mat to Tutors," *Reading Teacher*, 26 (April 1973), 696-701.

Describes training programs, specific goals, supervision, evaluation, space and materials for tutorial programs which involved parents.

Rankin, Paul T. "The Relationship between Parent Behavior and Achievement of Innercity Elementary School Children," paper presented at the American Educational Research Association Annual Convention, February 1967. (ED 017 550)

States that children who were high achievers were more likely to have active, involved, and interested parents than children who were low achievers. Among the many parent/child activities that contributed to high achievement was developing the child's interest in reading.

"Reading Achievement: Characteristics Associated with Success and Failure," abstracts of doctoral dissertations. *Dissertation Abstracts International*, 42, 1-6 (July-December 1981).

This collection of abstracts deals with many topics including the effect of family environment on elementary school children's reading achievement and parents' perceptions of their roles and needs relating to their children's reading development.

Regal, Jacob M. "Implications of Parent Education," paper read at the Annual Meeting of the American Educational Research Association, Chicago, February 1964.

Reported that 73 percent of the experimental group had a one year gain after 17 weeks of a parent education program.

Revicki, Dennis A. *The Relationship between Self Concept and Achievement: An Investigation of Reciprocal Effects*. New York: American Educational Research Association, 1982.

This research report indicates that parents influence their child's cognitive development and achievement through creation of an intellectually stimulating home environment and through their interactions with, and expectations of, their child.

Rich, Dorothy. "The Relationship of the Home Learning Lab Techinque to First Grade Student Achievement," doctoral dissertation, Catholic University of America, 1976.

In this study 218 randomly selected first graders were divided into experimental and control groups. Treatment consisted of 8 activities, written recipe style, that were sent home with a letter of explanation to the parents, one every 2 weeks for 16 weeks. The experimental group achieved significantly higher in reading, and those classes which were predominantly black scored significantly higher on both reading and math. The recipes have since been used in a number of other schools and published by Simon & Schuster in a book entitled *Parents and Schools Working Together.*

Rich, Dorothy, Beverly Mattox, & James Van Dien. "The 'Nondeficit' Involvement Model for Teaming Home and School," *Educational Leadership*, 36 (April 1979), 199-202.

Proposes that parental involvement is the important resource to increase the child's motivation, inquisitiveness, and interest.

Rosenquist, A.R. "School and Home Cooperation and the Reading Achievement of First Grade Pupils," doctoral dissertation, University of California at Berkeley, 1972. *Dissertation Abstracts International*, 1972, 6749-A. University Microfilms, No. 72-18.045

Found that when first graders were helped by older members of the family their reading achievement improved significantly.

Rosoff, S., S.P. Marland, & S. Kruger. "Education for Parenthood," *Children Today*, 2 (March/April 1973), 2.

Describes an education for parenthood program for teenagers sponsored by the Office of Education and Office of Child Development. Program includes emphasis on parental role in the child's education.

Rossman, Jean F. "Remedial Readers: Did Parents Read to Them at Home?" *Journal of Reading*, 17 (May 1975), 622-25.

Investigates the relationship between parental reading to preschool and small children and children's later interest in reading for pleasure. Encourages parents to read to their small children.

Rudman, Herbert. "Parents and Their Children's Reading Interests," *Reading Teacher*, 10 (October 1956), 26-32.

Describes a study (financed by the Spencer Press) of more than 11,000 children and adults including parents, teachers, and librarians. Found that parents' attitudes about reading were important factors in developing reading habits and interests in children. Parents knew their children's interests better than the teachers or librarians and had greater influence than did teachers or librarians. Author recommends more parent involvement in the total school program.

Ryan, E. "A Comparative Study of the Reading Achievement of Second Grade Pupils in Programs Characterized by a Contrasting Degree of Parent Participation," doctoral dissertation, Indiana University at Bloomington, 1964.

Researcher gives parents of second graders (the experimental group) a brochure, *Reading in the Home*, which tells how parents can encourage read-

ing. An additional parent brochure, *Second Grade Bulletin*, reinforces suggestions in the original brochure, and is issued quarterly. Experimental group scored higher on a test of word recognition than did a control group who received no material.

Sakamoto, Takahiko. "Preschool Reading in Japan," *Reading Teacher*, 29 (December 1975), 240-244.

Concludes that the development of preschool children in Japan is mainly a responsibility of the parents.

Sanacore, Joseph. "The Tutor: An Asset to the Reading Program," *Elementary English*, 51 (April 1974), 563-564.

Lists activities for the tutor and ways the tutor may evaluate the child's progress in the classroom.

Sanders, Tonya. "Home's Simplest Items Can Help a Child Learn," *Washington Star*, December 7, 1977.

Home learning recipes were given to parents of first grade children. Children who used the recipes achieved significantly higher in reading than did first graders in a control class. The recipes are published by the Home and School Institute at Trinity College in Washington D.C. under the title, *A Family Affair: Education*.

Schickedanz, Judith A. "Please Read that Story Again: Exploring Relationships between Story Reading and Learning to Read," *Young Children*, 33 (July 1978), 48-55.

Discusses explanations for the effect of story reading at home upon children's later reading achievement and offers an alternative explanation along with implications for classroom practices.

Schrankler, William J. "Family Groupings and the Affective Domain," *Elementary School Journal*, 76 (April 1976), 432-439.

Investigates the effect of multiage grouping on children's self-concepts, attitudes toward school, and academic achievement in reading and mathematics.

Sciara, Frank J., & Richard K. Jantz. "Father Absence and its Apparent Effect on the Reading Achievement of Black Children from Low Income Families," *Journal of Negro Education*, 43 (Spring 1974), 221-227.

Study compares reading achievement scores of black fourth graders based upon presence or absence of fathers at home.

Scott, Ralph, & Arthur Davis, Jr. "Preschool Education and Busing: Do We Have Our Priorities Straight?" paper presented to the National Urban Education Association, November 1979.

Maintains that disadvantaged children who participated in a three-year preschool home enrichment program with strong parent involvement remained more advanced in basic skills through third grade.

Seager, D.D., & others. *Important Issues in Rural Education: A Collection of ERIC/CRESS Fact Sheets and Minireviews.* Las Cruces, New Mexico: ERIC Clearinghouse on Rural Education and Small Schools, March 1980. Washington, D.C.: National Institute of Education, Department of Health, Education and Welfare. (ED 191 648)

Reports utilization of home-based education to provide early childhood programs to rural areas faced with geographic isolation and limited facilities and finances.

Searls, Evelyn, & others. "Parents as Tutors: It Works!" *Reading Psychology,* 3 (April-June 1982), 117-129.

Reports significant increases in student reading, language arts, and math achievement apparently from parental tutoring at the first grade level. Second grade level indicated no significant differences between groups receiving parental tutoring and those not tutored.

Seligman, Milton, & Patricia Ann Seligman. "The Professional's Dilemma: Learning to Work with Parents," *Exceptional Parent,* 10 (1980), S11-S13.

Examines the need for professional understanding of parents searching for help with their disabled child, impact of the disabled child on the family, and impact of the child and parent on the professional.

Serwer, B. "The Relation between Parent-Child Interaction and Inadequacy in College Reading and Study," paper presented at Annual Congress of Inner-American Society of Psychology, Mexico City, 1967. (ED 016 589)

Students enrolled in a noncredit reading and study skills course at City College of New York expressed dissatisfaction and anger about poor parent-child relationships which were still evident in early adult years. Some believed their school achievement problems were a result of these poor relationships.

Sheldon, W.D., & L.W. Carrillo. "Relation of Parents, Home, and Certain Developmental Characteristics to Children's Reading Ability," *Elementary School Journal,* 5 (January 1952), 262-270.

Reports an aspect of a cooperative research project sponsored by eight school systems in New York. Results of responses by 521 families indicated children from smaller families were better readers. The earlier in ordinal position, larger number of books, better education of parents, and liking school were all significant. Some relationship was apparent among occupation of father, family mobility, and language development.

Sheridan, E. Marcia. *Early Reading in Japan.* Indiana, 1981. (ED 204 746)

Researched the nature of the written Japanese language, parental influence, and preschool education as factors contributing to the reading readiness of many Japanese children when they enter first grade.

Shuman, R. Baird, & Delwyn G. Schubert. "Professional Concerns: Better Reading through Parent Teaching Pools," *Reading Horizons,* 19 (Winter 1979), 159-161.

Outlines a parent-teaching program whereby the parents provided assistance on an exchange basis instead of working with their own children.

Siders, Mary B., & Sledjeski, Stephen. *How to Grow a Happy Reader: Report on a Study of Parental Involvement as it Relates to a Child's Attitudes and Achievement in the Acquisition of Reading Skills*. Research Monograph No. 27. University of Florida, September 1978.

A home based parent involvement reading program utilizing a calendar of home reading activities was found to increase student attitudes and posttest reading achievement scores.

Smith, Frank. "Making Sense of Reading—and of Reading Instruction," *Harvard Educational Review*, 47 (1977), 386-395.

Argues that current instructional practices may hinder the learning of two cognitive insights: that written language is meaningful and that written language is different from spoken language. Suggests ways parents and teachers may help children to understand that reading makes sense.

Smith, Nila Banton. "Early Language Development Foundation of Reading," *Elementary English*, 52 (1975), 399-402, 418.

Reviews research which indicates that reading is a composite of skills and is affected by each of the separate language skills. Parents and home environment play a key role in the development of language skills.

Soderbergh, Ragnheld. *Reading in Early Childhood*. Washington, D.C.: Georgetown University Press, 1977.

Describes the Swedish linguist's attempt to teach her 2½ year old child to read using the "Doman Method." She kept careful records of progress and concluded there were similarities between learning to speak and learning to read that should be capitalized upon at this young age.

Stackhouse, T. "A Communication Analysis of the Art of Being Stupid: A Family Systems and Communication Approach to the Study of Families with Children Having Reading Problems," doctoral dissertation, University of Georgia, 1974. *Dissertation Abstracts International*, 34 (1974), 3890. (P 550 407 406)

Family interaction patterns which seem to contribute to reading achievement include explicit agreement and explicit disagreement on matters; not hiding opinions; more commitment to issues, ideas, suggestions, and to one another, staying with a discussion topic until an issue is resolved but flexibility in changing the topic if it facilitates discussion and resolution. Family members valued one another and the opinions of each member.

Staiger, Ralph C. *Roads to Reading*. Paris: Unesco, 1979.

Describes various practical methods adopted throughout the world to promote and develop lifelong reading habits. Thirteen countries were surveyed. The results indicated one of the main reasons children were nonreaders was a lack of availability of books in the home. Appendix contains an international bibliography of ideas and programs to motivate reading.

Stearns, Miriam Sherman, & others. *Parent Involvement in Compensatory Education Programs: Definitions and Findings.* Stanford: Menlo Park Educational Policy Research Center, August 1973.

A thoughtful analysis (before hard data were available) of federal compensatory programs which suggests a connection between parent involvement and institutional change. States that involving parents as tutors and trainers of other parents can have a positive effect on children's IQ scores.

Stenner, Jackson A., & Siegfried Mueller. "A Successful Compensatory Education Model," *Phi Delta Kappan*, 55 (December 1973), 246-248.

Discusses parent center program in Chicago schools which has shown that the traditional gap between advantaged and disadvantaged students can be systematically and substantially eliminated.

Stern, H.H. *Parent Education: An International Survey.* Hamburg: Unesco Institute for Education, 1960.

Reports that the role of parents in assisting their children to succeed in school is receiving more attention worldwide but only five of thirty countries responding described programs that exceeded moderate home-school contacts. At the time of the survey, 40 U.S. cities had full-time supervisors, consultants, or specialists who were concerned with education for family life and parent education.

Strodtbeck, Fred L. "The Family as a Three Person Group," *American Sociological Review*, 19 (1954), 23-29.

Concludes that when children are exposed to complex language in the home, they use language differently than do children from homes where less complex language prevails.

Strodtbeck, Fred L. "The Hidden Curriculum in the Middle-Class Home," in J.D. Krumboltz (Ed.), *Learning and the Educational Process.* Chicago: Rand McNally, 1965.

Suggests that compensatory programs must establish an open environment which allows children to enter into verbal participation without fear.

Strodtbeck, Fred L. "Husband-Wife Interaction over Revealed Differences," *American Sociological Review*, 16 (1951), 468-474.

Describes a "revealed difference" technique in which subjects who have shared experiences make an individual evaluation of these and then reconcile any differences. Suggests the technique may be useful in studying parent-child relationships.

Studholme, Janice M. "Group Guidance with Mothers of Retarded Readers," *Reading Teacher*, 17 (1964) 528-530.

Describes a research project in which a significant change in both mothers' and boys' attitudes changed from negative to positive during a three month, six meeting group guidance project. The boys' attitudes markedly regressed when the sessions ended indicating the need to maintain parent programs until reading achievement is realized

Sullivan, Howard J., & Carol Labeaune. "Parents: Summer Reading Teachers," *Elementary School Journal*, 71 (February 1971), 279-285.

Discusses a summer reading program in two urban school districts which utilized parent instruction to maintain children's academic skills at the presummer level.

Sutton, Marjorie Hunt. "Readiness for Reading at the Kindergarten Level," *Reading Teacher*, 17 (January 1964), 234.

Found that a significantly high number of reading children asked questions about words, had an older sibling who read to them, enjoyed being read to by an adult, and had been read to at an earlier age than had the nonreaders.

Swift, Marshall S. "Training Poverty Mothers in Communication Skills," *Reading Teacher*, 23 (December 1973), 360-367.

Describes a program used to enhance verbal functioning and communication of poverty mothers with their children through the use of preschool books.

Tizard, J., & others. "Collaborating between Teachers and Parents in Assisting Children's Reading," *British Journal of Educational Psychology*, 52 (February 1982), 1-15.

This study assessed the effects of parental involvement in the teaching of reading and indicated significant gains for children (ages 6-9) who received extra practice at home. No such improvement was noted by children who received extra help at school or children in control groups.

"Unorthodox Reading Programs that Work," *Instructor*, 88 (September 1978), 112, 117.

Reports on three unorthodox programs for teaching beginning reading. One uses library books and newspapers as the core materials, one features a parent involvement program, and one emphasizes teacher training.

Veasey, Jess F. "With Those Where Both Parents Were Present," *Journal of Afro-American Issues*, 2 (Summer 1974), 267-280.

A study of 100 black trainees of the Utah Urban Job Corps Training Center and family influences on reading skills.

Vellutino, Frank, & Christopher Connoll. "The Training of Paraprofessionals as Remedial Reading Assistants in an Innercity School," *Reading Teacher*, 24 (March 1971), 506-512, 571.

Describes implementation of a remediation program for reading in the Albany public schools. Discusses the role of the trained paraprofessional with the children and with the reading supervisor and evaluates the projects.

Vernon, Philip. "Ability Factors and Environmental Influences," *American Psychologist*, 20 (1965) 723-733.

Study found several environmental handicaps to mental development including physiological/nutritional, perceptual and conceptual deprivation during preschool and early school years (parents fail to answer questions, encourage curiosity, or provide books), repression of independence, family insecurity, and lack of male model for boys.

Vukelich, Carol. "Parents Are Teachers: A Beginning Reading Program," *Reading Teacher*, 31 (February 1978), 524-527.

Describes a program designed to help parents aid their children in the development of reading readiness skills.

Vukelich, Carol, & Judith A. McAdam. "Mothers' Ability to Predict Their Children's Reading Readiness Skills," *Reading Teacher*, 32 (December 1978), 345-347.

Study indicates mothers predict their preschoolers' prereading skills beyond chance expectation.

Wagenaar, Theodore C. "School Achievement Level Vis-a-Vis Community Involvement and Support: An Empirical Assessment," paper presented at Annual Meeting of American Sociological Association, September 1977, Ohio State University at Columbus.

Study of schools in a large midwestern city indicated that when schools were more open to parent and community involvement, high achievement levels resulted. This study found that home factors are more important than school factors and in terms of community support, the school environment does have significant effects on achievement.

Wellisch, Jean B. *An In-Depth Study of Emergency School Aid Act Schools: 1974-1975.* Santa Monica, California: Systems Development Corporation, 1976. (ED 133 361)

Study looked at schools rated as having successful Emergency School Aid programs where pupils achieved significant improvement in reading and mathematics. All were found to have high parent involvement.

Welsh, David J., & others. *Title I Parents as Compensatory Reading Instructors: Is There No Place Like Home?* Publication No. 80.58. Los Angeles, California: American Educational Research Association, 1981.

Discusses the importance of the potential changes in the attitudes of parents toward their children's educational progress when the parents participated in teaching their children.

White, Burton R. *Experience and Environment: Major Influences on Development of Young Children*, volume 1. Englewood Cliffs, New Jersey: Prentice Hall, 1973.

Reports the Harvard Preschool Project which attempted to find out how environment contributed to or inhibited acquisition of competence. Interim report indicated the importance of parental actions during ages 10-18 months. Study was done with a limited sample of 31 preschoolers.

White, Burton R. *Experience and Environment: Major Influences on Development of Young Children*, volume 2. Englewood Cliffs, New Jersey: Prentice Hall, 1978.

Describes a recommended training program for effective child rearing based on further longitudinal study of children in the 1973 Harvard Preschool Project. Contains some sweeping generalizations and contradictory statements.

Whitfield, Edie L., & Charles Whitfield. "Sex Role Stereotyping and Reading Readiness," *Childhood Education*, 19 (May/June 1982), 298-299.

Discusses research study that indicated a link between reading achievement and degrees of sex role stereotyping among boys. Among the suggestions for teachers to use in assisting children to develop unbiased attitudes was the role of parents as models in visiting the school and participating in learning activities

Willmon, Betty. "Parent Participation as a Factor in the Effectiveness of Head Start Programs," *Journal of Educational Research*, May 1969.

Children in Head Start programs whose parents were active in the program scored higher on reading readiness tests than those whose parents were not as active. Active parents attended conferernces, helped to supervise and observe in the classroom, and were involved in special learning activities, field trips, and class projects.

Willmon, B.J. "Reading Readiness as Influenced by Parent Participation in Head Start Programs," in J.A. Figurel (Ed.), *Reading and Realism*. Newark, Delaware: International Reading Association, 1969, 617-622.

Children of parents who participated physically in the classroom scored significantly higher on a reading readiness test than did those children whose parents did not participate.

Winterbottom, Marian. "The Relation of Need for Achievement to Learning Experiences in Independence and Mastery," in J. Atkinson (Ed.), *Motives in Fantasy, Action, and Society*. New York: Van Nostrand, 1958.

Eight year old boys who had a high need for achievement had mothers who demanded early independence and mastery behavior. Conclusions and implications to academic learning were made by the author.

Woods, Carol. "The Effect of the Parent Involvement Program on Reading Readiness Scores," Mesa, Arizona, Public Schools, 1974. (ED 104 527)

Program results from 14 kindergarten classes in 5 Title I schools indicated that when parents helped in the classroom and tutored their children at home, the children gained significantly in reading readiness. Woods cites a number of similar but unpublished studies in her literature review.

Parent Involvement Program Descriptions

This section focuses on actual programs as well as suggested models for cooperative school/home programs. Description of a variety of different programs rather than statistical evidence of their effectiveness is the goal of this section.

Some of the described programs focus on the roles of parents while others center on educators' roles in approaching and dealing with parents.

Although some articles include discussion of the direct teaching of specific skills, most involve educating parents on how to develop supportive skills, positive attitudes, and broader reading interests. The value of good adult-child interaction is emphasized.

Educators are encouraged to develop an appreciation for the positive role parents can play. Increased parent involvement represents a largely untapped resource for child development. Increased parent involvement can be an inexpensive way to increase student achievement and should not be ignored, particularly in these times of decreasing financial resources in many schools.

Ahern, Patricia Russell. "Tuned into Parents, Reading Hits the German Airwaves," *Reading Teacher*, 27 (April 1974), 676-679.

Article includes the format and content for a series of ten minute broadcasts entitled "Getting Your Child Off to a Good Start in Reading."

Andreeva, E. "Caution Children Watching Television," *Soviet Education*, 17 (October 1975), 62-69.

Examines the negative and positive aspects of television viewing. Harmful effects include less reading and increased passivity. Correct use of television must first be taught to teachers and parents and then relayed to students, according to the author.

Arenstein, Misha. "Enter the World of Children's Literature," *Teacher*, 92 (April 1975), 14,16,20.

Suggests that getting parents to read children's literature is a way of stimulating students to become better readers.

Artley, A. Sterl. "What Do Parents' Questions Mean?" *Reading Teacher*, 10 (October, 1956), 17-20.

Artley compiles and analyzes questions from three previous reports by others and concludes they are questions that schools should have answered before parents asked. Describes examples of positive school information methods including slide shows and school reports. Suggests that questions arise because parents have doubts about the effectiveness of their school's program or they have great misunderstanding of the nature of reading and the process by which it is taught.

Auten, Anne. "Parents as Partners in Reading," *Reading Teacher*, 34 (November 1980), 228-230.

Discusses how parents can play a significant role in strengthening their child's reading abilities. Includes lists of resources such as booklets, guides, and programs that can give parents help in this important area.

Axelrod, Jerome. "Community Involvement in the Reading Program," *Elementary English*, 51 (September 1974), 894-895.

Article focuses on the use of paraprofessionals to build closer ties with the community. Axelrod also stresses promoting better citizen understanding of the schools.

Baker, Irving, & others. "Children's Literature at Home Base," *Reading Teacher*, 28 (May 1975), 770-772.

Reports on an eight week course at the University of Connecticut designed to introduce parents to the available literature for children.

Behrmann, Polly. "Help from Home," *Grade Teacher*, 89 (January 1972), 16-18.

Article presents the purpose of a parent workshop, how to conduct one, and how to get parents involved with the education of their children at home. Also discusses games and activities for parents to use at home.

Berry, Althea. "Schools Report to Parents," *Reading Teacher*, 18 (May 1965), 639-644.

Describes the need to keep parents and the public informed about reading instruction at a time when there is an increase in books and popular press articles written by people without classroom experience. Author notes that the schools' responsibility is best discharged when two way communication is possible. Systemwide, local school, and classroom reports are among the methods of communicating that are explained.

Breiling, Annette. "Using Parents as Teaching Partners," *Reading Teacher*, 30 (November 1976), 187-192.

Describes goals, features, and effects on both parents and children of two parent involvement programs as well as home learning kits and other program suggestions. The programs are designed to sensitize parents to ways of providing motivation, practice, and exposure to reading through home activities.

Bucroeder, Martha. "I was in the Dark on this Reading Business, Says One Parent," *Reading Teacher*, 10 (October 1956), 14-16.

A parent describes how parents feel when teachers exclude them from participation in their child's education, particularly in the vital area of learning to read. She tells of teachers who asked parents "not to come to the school and ask so many questions" as well as other teachers who are willing to talk before PTA groups and explain how reading is taught. She concludes that it would be better for the children if parents and teachers would work together.

Builder, Philip. "Involving Parents of Poor Readers," *Australian Journal of Reading*, 3 (November 1980), 212-219.

Reports and evaluates the procedures used in an Australian school to involve parents of reading disabled children in their children's remedial reading program.

Cooke, Sharon, & Thomas Cooke. "Parent Training for the Early Education of the Handicapped," *Reading Improvement*, 11 (Winter 1974), 62-64.

Authors present the rationale, objectives, and procedures for parent involvement in the early education of handicapped children. They suggest that programs based on the concept of parent involvement will expand in the future.

Cramer, Ward. "My M[illegible] Can Teach Reading Too!" *Elementary School Journal*, 72 (November 1971), 73-75.

Discusses the success of a programed tutoring approach with first graders who were not yet ready to learn to read. The aides, mostly mothers with limited educational background, supplemented the classroom teaching of reading for fifteen minutes a day.

Criscuolo, Nicholas P. "Activities that Help Involve Parents in Reading," *Reading Teacher*, 32 (January 1979), 417-419.

Presents six successful approaches for increasing parental awareness of a school's reading program.

Criscuolo, Nicholas P. "Meaningful Parent Involvement in Reading," *Reading Teacher*, 36 (January 1983), 446-447.

Defining meaningful parent involvement as "parents working directly with children reinforcing important reading skills," the author outlines the specifics of four kinds of activities for parents that are especially applicable in the context of present descreased levels of funding in many districts.

Criscuolo, Nicholas. "Parents: Active Partners in the Reading Program," *Elementary English*, 51 (September 1974), 883-884.

Presents ideas for schools to use to involve parents actively in reading instruction.

Davis, S. Elizabeth. "Parents and School Should Share," *Reading Teacher*, 23 (May 1970), 707-716.

Discusses suggestions for communication between parents and schools which will enhance children's achievements in reading. Author emphasizes the positive aspects of increased communication.

Dinkmeyer, D., & G.D. McKay. "Leading Effective Parents Study Groups," *Elementary School Guidance and Counseling*, 9 (1974), 108-115.

Authors describe types of parent groups that are effective in elementary schools and also provide suggestions for group facilitators.

Exceptional Children: The Parent-Professional Partnership, 41 (May 1975), 8.

This is a special issue with articles on parental involvement programs. Presents programs on educating parents in helping their exceptional child.

Fager, Martha, & Leonard Williams. "Wanted: Parents Involved in Remedial Reading Programs," *School and Community*, 59 (January 1973), 27.

Authors discuss suggestions for getting parents involved in a remedial reading program. Also suggest types of information to give parents and describe the parent meeting and how to plan it.

Fels, Cynthia, & Barbara Langston. "Spring Into Reading: A Parent-Child Reading Participation Program," paper presented at the annual meeting of the International Reading Association, Chicago, April 1982.

Authors describe a program to encourage parental involvement in leisure time reading activities. Report that response to the program which used contractual agreements, rigorous time requirements, and certain awards was overwhelmingly positive.

Flamer, Mary Guess. *Parent Involvement Programs in New Jersey.* Trenton, New Jersey: State Department of Education, Division of School Programs, August 1981.

Article presents an annotated listing of successful educational programs involving parents in use throughout New Jersey.

Flood, James E. "Parental Styles in Reading Episodes with Young Children," *Reading Teacher,* 30 (May 1977), 864-867.

Stresses the importance of involving children in the entire reading episode and presents a cyclical model for effective results when parents read to their children.

Goldstein, Bobbye S. *A Guide for Successful Parents and Reading Conferences.* New York: New York Reading Association, 1977.

Describes how to organize and implement a reading conference for parents.

Gordon, Ira J. "Reaching the Young Child through Parent Education," *Childhood Education,* 46 (February 1970), 247-249.

The University of Florida's Parent Education Program is described and found to be effective in enabling parents to begin teaching their preschool children.

Gordon, Ira J. "Self Help Approach: Parents as Teachers," *Compact,* 3 (December 1969), 32-35.

Discusses a program in which the parents provide educational activities for their children from infancy, home oriented training, evaluation of the program, and application of such a program to the school system. The program seems applicable to a reading program although reading per se is not discussed.

Gorin, S., & others. *Overcoming Communication Barriers: A Cooperative Action Planning Workshop for Parents and Educators of Exceptional Children.* Reston, Virginia: Eric Clearinghouse on Handicapped and Gifted Children, 1981.

Authors give detailed plans for a parent-teacher workshop including procedures, concerns, evaluation, and an opinion survey.

Heimberger, Mary J. "Continued Focus on Families for Cultural Appreciation, Curriculum Planning, and Tutoring in Reading," in H. Sartain (Ed.), *Mobi-*

lizing Family Forces for Worldwide Reading Success. Newark, Delaware: International Reading Association, 1981, 74-86

Discusses how reading is valued differently by various cultures. Includes programs for tutoring at home and volunteer programs utilizing skills of parents, as well as a lengthy bibliography.

Hicks, J. "Parents' Day." *Early Years*, 8 (October 1977), 53-54.

Describes a method of involving parents on a weekly basis. Parents who volunteer at the kindergarten orientation are reminded by note or a phone call a week before the agreed date. Parents share any appropriate skill or knowledge, ranging from how to make pizza to listening to a story. Parent evaluations indicate that this program is successful.

Honig, Alice S. *Parent Involvement in Early Childhood Education.* Washington, D.C.: National Association for the Education of Young Children, 1975.

Examines existing program models and methods aimed at promoting parental involvement in early child development and education.

Hoskisson, Kenneth. "Should Parents Teach Their Children to Read?" *Elementary English*, 51 (1974), 295-299. (EJ 092 562)

Author concludes that parents are in an advantageous position to help their children learn to speak which then contributes to children learning to read. Describes an assisted reading program.

Jenkins, Percy W. "Building Parent Participation in Urban Schools," *Principal*, 61 (November 1981), 20-23.

Describes development of a five step parent involvement model program that includes workshops in which parents are taught techniques to help with child behavior and self-concept.

Johnson, Ferne (Ed.). *Start Early for an Early Start: You and the Young Child.* Chicago: American Library Association, 1976.

The stated purpose of the book is to provide tested, effective methods, techniques, and resources to help all those interested in the intellectual growth and development of young children. Explores development of the preschool child, interaction between parent and child, literature sharing with children, information for parents, and effective library use for the schools. Several chapters have extensive resource bibliographices.

Karnes, M., & R. Zehrbach. "Flexibility in Getting Parents Involved in the School," *Teaching Exceptional Children*, 5 (1972), 6-19.

Authors give strategies for assessing parents' needs and the educational process. They provide a thorough list of various techniques for involving parents in the school.

Kester, Ellen. "The Children's Hour," *Creative Child and Adult Quarterly*, 3 (Spring 1978), 51-54, 68.

Describes the role of parents in nurturing their bright or creative child through suggested activities such as reading aloud together, encouraging the child's special interest, and participating in community group efforts.

Knudson, Elinor. "Let Mom Help Mary Read," *Grade Teacher*, 87 (February 1970), 684.

A third grade teacher offers a step-by-step plan on how to involve mothers in helping their children with reading difficulties at home.

Lambie, D.Z., J.T. Bond, & D.P. Weikart. *Home Teaching with Mothers and Infants: The Ypsilanti-Carnegie Infant Education Project, an Experiment*. Ypsilanti, Michigan: High/Scope Press, 1980.

Authors discuss project involving mothers and infants which focuses on home teaching activities.

Larrick, Nancy. "Parents and the Reading Program," *Reading Teacher*, 10 (October 1956), 13.

In an introduction to the feature theme of the journal for October 1956, Larrick points out that children are influenced by their entire experience and not just by schooling. She suggests that if the school does not do a good job of communicating, parents may become apathetic or over anxious about their child's reading, which may cause difficulties for the child.

Levenstein, Phyllis. "Learning through (and from) Mothers," *Childhood Education*, 48 (December 1971), 130-134.

Describes a successful program designed to foster the cognitive growth of young children and demonstrates verbal interaction techniques to mothers to enhance learning how to learn.

Lloyd, Helene M. "New York City's Program for Developing the Role of Parents in Reading Progress," *Reading Teacher*, 18 (May 1965), 629-633.

Author describes the use of television, films, radio programs, reading exhibits, parent workshops, and staff consulting to recruit, involve, and inform parents.

Marland, S.P. "Education for Parenthood," *Children Today*, 2 (March/April 1973), 3.

Marland discusses the need for the educational system in the United States to recognize and act upon its obligation to prepare today's young people for their lives as parents.

McKay, Don. "Introducing Preschool Children to Reading through Parent Involvement," paper presented at Annual Meeting of the Parents and Reading Conference, New York City, January 1981.

McKay describes project designed to inform parents of preschoolers of research findings and theories relating to reading to young children. Included in this article is information dispersed via newsletters and lectures.

McWilliams, D., & P.M. Cunningham. "Project PEP," *Reading Teacher*, 29 (1976), 653-655.

Authors describe a program designed to teach parents how to help their school age children benefit from reading instruction and how to provide a home environment which would help their preschoolers develop readiness skills. This article provides a model of a small scale project.

Merrick, Helen U. "An Open Letter to Parents," *Contemporary Education*, 46 (Summer 1975), 264-265.

Merrick provides advice from a reading teacher that parents should insist that teachers work to prevent initial reading failure at the beginning of first grade.

Noonan, Norma. "Parents as Partners in Reading Development," *Australian Journal of Reading*, 1 (August 1978), 60-64.

Discusses six suggestions to foster the school/home partnership in reading development. These may be used by educators to develop positive attitudes toward reading.

Parent Inservice Guide. Grand Rapids, Michigan: Michigan Reading Association, 1981.

Comprehensive guide to help school districts and reading councils get parents involved as active partners with the schools. A variety of reproducible handouts and transparency masters, plus two complete programs are ready to use.

Parents and Reading Committee. *Resource Bank of Parent and Reading IRA Council Activities*. Newark, Delaware: International Reading Association, 1982.

A resource of projects that work in Parents and Reading. Descriptions of council projects involving parents are available on computer printout.

The Reading Teacher, 23 (May 1970).

Entire issue deals with parents and the school; how parents can help and what they should know about reading. Offers suggestions for communicating this information.

Rupley, William H. "Language Development and Beginning Reading Instruction," *Elementary English*, 52 (1975), 403.

Rupley discusses the relationship of language development to reading.

Rupley, William H., & Timothy R. Blair. "Early Reading: Teachers and Parents," ERIC/RCS Review, *Reading Teacher*, 28 (April 1975), 716-717, 719.

Discusses the role of parents and teachers in preparing children for beginning reading.

Ruth, Grace W. "Parenting Collection," in F. Johnson (Ed.), *Start Early for an Early Start: You and the Young Child*. Chicago: American Library Association, 1976.

Ruth describes how to organize a parenting collection and lists recommended contents. An excellent resource to use before launching a parent program.

Shea, Joseph, & Stevie Hoffman. "Extending the Curriculum: Home Learning Tasks," *Theory Into Practice*, 16 (February 1977), 2-6.

Authors discuss the role of parent as teacher making a difference in children's learning in school. Entire issue devoted to home/school relations.

Smith, Carl, & Leo Fay. *Getting People to Read: Volunteer Programs that Work*. New York: Delacorte, 1973.

Successful volunteer programs are examined by authors. They describe ways of getting adults involved in tutoring programs.

Smith, Nila Banton. "Parents Are People," *Reading Teacher*, 18 (May 1965), 624-628.

Smith stresses that parents are individuals with the intelligence to understand and the desire to know about reading instruction. She suggests that once teachers learn how to communicate with parents, parents will trust them and criticism of one another melts away.

Sowers, Jacquelyn, Cynthia Lang, & Joan Gowett. *Parent Involvement in the Schools: A State of the Art Report*. Newton, Massachusetts: Education Development Center, n.d.

Report includes interviews with project directors of successful parent involvement programs in the United States. Directors indicate that pupils' achievement improved as a result of parental involvement.

Stahl, Norman A. "25 Ways to Harness Parent Power," *Early Years*, 8 (October 1977), 56.

Describes ways to involve parents in all phases of school activities.

Strom, Robert, & Aileen Johnson. "The Parent as a Teacher," *Education*, 95 (Fall 1974), 40-43.

Authors discuss the potential of family influence in preschool parent involvement programs. Discussion includes perceptions of children as well as parents.

Stauffer, Russell. "Parents Can Help in the Reading Program," *Reading Teacher*, 10 (October 1956), 21-25.

Stauffer presents evidence that attitudes and interests are assimilated gradually and that parents can and do help foster permanent attitudes and interests toward reading. He states this is the chief responsibility of the home, whereas the chief role of the school is to teach specific techniques in reading. Further describes various published material that teachers can recommend to parents to inform them about how reading is taught as a thinking process.

Todacheeny, Frank. "Progress in Providing Services to Exceptional Children: Focusing on Parent/Community Awareness and Involvement," *Education and Training of the Mentally Retarded*, 12 (December 1977), 377-380.

Growing educational awareness on the part of Navajos leads to the establishment of a tribal Parental Advisory Committee and the deinstitutionalization of Navajo retarded children. Special services for these children are described.

Turekian, Roxanne, and Gwendolyn Workman (Eds.). *Focus Preschool: Seminars in Parenting*. North Haven, Connecticut: North Haven Right to Read Advisory Council, 1974.

Designed for professionals, these descriptions are of a series of seminars on the parents' role in stimulating the child's total development.

Urich, Ted R., & Judith P. LaVorgna. "A Parent Involvement Program: Giving Opportunity a Chance," *NASSP Bulletin*, 63 (January 1980), 34-39.

Authors present a model for initiating parent involvement, including a home visitation component.

Wartenberg, Arlene. "A Parent-Teacher Speaks," *Reading Teacher*, 23 (May 1970), 748-750,765.

Author makes suggestions for parents who wish to help their school age children in reading. She also cautions: 1) parents are "enrichers of experiences and not teachers of skills," and 2) consistent, long term effort and involvement will build an environment that promotes growth of interest in reading, not just use of one or two suggested activities.

Wartenberg, Herbert. "Parents in the Reading Program," *Reading Teacher*, 23 (May 1970), 717-721.

Author discusses parent inservice programs and the use of parents as classroom aides. Article includes both developmental and remedial reading students.

Weikart, David. "Learning through Parents: Lessons for Teachers," *Childhood Education*, 48 (December 1971), 135-137.

Weikart states that the teachers' roles are to provide service rather than impose their value system on the parents. Teachers must help parents recognize and state their goals for their children and assist them in developing skills necessary to support the development of the child toward those goals.

Weisir, Margaret G. "Parental Responsibility in the Teaching of Reading," *Young Childhood*, 29 (May 1974), 225-230.

Stresses the vital role of the parent in the teaching of reading. Discusses ways parents can help with the reading process at home and ways to involve parents.

Willems, Arnold L., & Wanda L. Willems. "Please, Read Me a Book," *Language Arts*, 52 (September 1975), 831-835.

Authors stress the importance of parents reading to their preschool age children.

Wilson, Robert M., & Donald W. Pfau. "Parents Can Help!" *Reading Teacher*, 21 (May 1968), 758-761.

Emphasizes the importance of *showing* parents the techniques they can use to help their child at home and then providing them with supervised practice.

Yamamoto, Kenneth K. "Reading: The Direction of the Hawaii State Department of Education," *Education Perspectives*, 17 (March 1978), 6-7.

Outlines Hawaii's plan for reading improvement which concentrates on four areas: instructional programs, inservice training, curriculum management, and parent involvement.

Yerkovich, Ray. "Project Earlychild," *Early Years*, 8 (October 1977), 55, 58.

Describes a program in which parents observed sixth graders reading to preschoolers and sharing activities in drama, puppetry, music, audiovisual presentations, and puzzles. Parents then reinforced the activities at home. Attendance quadrupled in two years indicating some degree of success.

Additional Source

The following title was not available for review purposes at the time of publication of this bibliography.

Kruger, W.S. "Education for Parenthood and the Schools," *Children Today*, 2 (1973), 2.

Home Activities

The main body of this section includes activities educators can use or suggest for parents to use at home which utilize materials available in the home. Descriptions of workshops and seminars teachers can share with parents are included. Some of these are aimed at showing parents how to use the activities in order to overcome reluctance on the part of many parents who fear doing activities with their children in an incorrect way.

Due to the highly repetitive nature of many of the home activities, the annotations are brief. It is suggested that the original sources be consulted since many include samples of materials to give or send home to parents. A number of articles discuss the positive and good use of television. Many also stress the need for a strong and continuing partnership of parents and professionals.

Allen, Sally J. "How Billboards and Box Tops Help Build Better Readers," *Instructor*, 88 (October 1978), 90-91.

Discusses how a teacher-parent used grocery labels and ads to help her preschooler gain confidence in beginning reading.

Ayres, A. Jean. *Sensory Integration and the Child*. Los Angeles, California: Western Psychological Services, 1979.

Describes sensory integration in relation to learning. Includes a chapter on what parents can do to develop brain function which can lead to better academic and life functioning. Appendix has typical questions of parents and sample responses.

Behrmann, Polly. "Help for Home," *Grade Teacher* 89 (1972), 16-18.

Behrmann describes a morale building parent workshop and activities to teach parents.

Behrmann, Polly, & Joan Millman. *Excel Experiences for Children in Learning: Excel II.* Cambridge, Massachusetts: Educators Publishing. 1969-1976.

Texts include a collection of simple activities for children that can be played at home, in the car, at the beach, at the playground, and even in the waiting room.

Brown, Joan, & Jim Richardson. "Educational Counseling of Parents of Poor Readers," *Australian Journal of Reading*, 1 (August 1978), 67-74.

Authors detail methods used in a program designed to counsel parents of poor readers, including suggestions for ways parents can help their children with reading.

Brown, MacHenry, & Cari F. Brown. *Handbook of Reading Activities: From Teacher to Parent to Child.* Atlanta: Humanics Limited, 1983.

Contains activities for visual and auditory discrimination, learning letter names and phonics. Provides extra practice at home to reinforce learning in school.

Brown, Susan, & Pat Komhouser. *Working Parents: How to Be Happy with Your Children.* Atlanta: Humanics Limited, 1983.

Authors tell parents how to make the best use of limited time together and include ideas for learning and activity centers in the home.

Brown, Virginia (Ed.). "Programs, Materials, and Techniques: Reading Miscue Analysis," *Journal of Learning Disabilities*, 8 (December 197[illegible]), 605-611.

Reviewed in relation to the learning disabled are the Goodman and Burke Reading Miscue Inventory, a booklet entitled *Natural Language: A Clinician-Guided Program for Parents of Language Delayed Children*, and an inservice program in Grand Junction, Colorado.

Cain, Mary A. "Born to Read: Making a Reading Culture," *Teacher*, 95 (January 1978), 64-66.

Suggests ways schools can create an effective reading culture and immerse children in the thriving climate of literacy that leads to reading.

Carrasquillo, Angela L., & Ceferino Carrasquillo. "Bilingual Parents Can Help You Teach Reading and Language Arts in English," *Journal for the National Association for Bilingual Education*, 3 (Winter 1979), 83-91.

Summarizes cultural related activities with which bilingual parents can help in reading and language arts at school, at the library, and at home to give children the needed confidence and reassurance to learn successfully in a different language environment.

Cassidy, Jack, & Carol Vukelich. "Survival Reading for Parents and Kids: A Parent Education Program," *Reading Teacher*, 31 (March 1978), 638-641.

Authors describe a parent workshop designed to train parents to teach survival reading skills by using minus signs and cereal boxes.

Cazden, Courtney. "Peekaboo as an Instructional Model: Discourse Development at Home and at School," *Papers and Reports on Child Language Development*, 17, Stanford University, Department of Linguistics, 1979.

Describes activities for home to develop language/cognitive skills.

Cole, A., & others. "Reaching Out to Parents," *Teacher*, 92 (September 1974), 120-121.

Suggestions for teachers on how to foster good relationships with parents. Includes activities teachers might demonstrate to parents for use with their children.

Colvin, Marilyn A. "Parents Can Help Their Children Be Good Readers," *Reading Horizons*, 18 (Spring 1978), 200-202.

Suggests a variety of activities to give parents to do at home.

Cook, Helen. "Helping Parents Help Their Children," *Reading Teacher*, 7 (April 1954), 203-208.

Stresses the importance of parents reading to their children and enriching their lives to strive toward well-rounded development.

Cramer, R.L. "Reading to Children: Why and How," *Reading Teacher*, 28 (1975), 460-463.

Discusses reading daily to children and its effects including promoting imagination; enriching language; developing concepts, knowledge, and thinking abilities; and establishing a mutual bond among listeners. Includes guidelines to reading effectively and selection guidelines for teachers.

Criscuolo, Nicholas (Ed.). *Reading Recipes for Parents: Creative Home and School Activities*. New Haven, Connecticut: Reading Center, 1978.

This 64-page booklet provides useful, creative ways parents can help with reading by using resources located in the home.

Criscuolo, Nicholas P. "Parents and the Newspaper," *Illinois Schools Journal*, 58 (Winter 1978/1979), 17-19.

Describes courses and workshops on specific newspaper usage activities parents could use at home to reinforce learning skills.

Criscuolo, Nicholas P. "Reading: Netting the Elusive Butterfly," *Illinois School Journal*, 56 (Spring 1976), 46-48.

Twelve reading programs (identified as effective by the Right to Read office in a nationwide search) were found to have 10 common elements. Elements include encouragement of parent participation, sequencing and structuring of reading activities, and individualization of programs to suit pupils' needs.

Criscuolo, Nicholas P. "Reading: The Family Way," *Educational Horizons*, 53 (Summer 1975), 158-160.

Author describes a program which involves parents and other family members in a variety of activities to promote reading growth of children.

Criscuolo, Nicholas P. "Training Tutors Effectively," *Reading Teacher*, 25 (November 1971), 157-159.

Discusses five types of tutorial programs to help with reading remediation, as well as the problems involved and how to prevent them.

Crisp, Glen. "Parents and Schools," *Australian Journal of Reading*, 1 (August 1978), 32-36.

Offers suggestions to increase parent involvement in the school reading program, emphasizing establishing regular reports of children's progress and effective communication.

Cushman, William P. "A Letter to Parents," *English Journal*, 66 (October 1977), 45-48.

Suggests ways parents can help high school students improve their language skills by encouraging students to read and discouraging them from watching too much television.

DeFranco, Ellen B. *Learning Activities for Preschool Children: A Home Teaching Handbook for Parents and Teachers*. Salt Lake City, Utah: Olympus Publishing, 1975.

Collection of simple learning activities for home or school based education of preschoolers. Has over 40 learning games in language and sensory-motor development, math, and science. Also has ideas on how to conduct games and how to adapt games to individual children.

DeGenaro, Jennie. "What Do You Say When a Parent Asks, 'How Can I Help My Child?' " *Journal of Learning Disabilities*, 6 (1973), 102-105. (EJ 074 668)

Describes practical home techniques for strengthening children's visual modality, visual discrimination and memory, left-to-right orientation, eye-hand coordination, visual imagery, and phonetic awareness.

Dworkin, Nancy E., & others. "A Model for a Short Term Remedial Reading Institute," *Reading Teacher*, 31 (April 1978), 780-783.

Authors describe the Summer Reading Institute (held in 1977 in metropolitan Washington, D.C.) in which parents were involved.

Feeley, Joan. "TV and Reading: What Can Parents and Teachers Do?" *NJEA Review*, 51 (April 1978), 16-19.

Discusses methods for developing children's interest in reading through properly guided television viewing and relating television to reading programs.

Fredericks, A. "Making the Parent Connection in Reading," *Ohio Reading Teacher,* 17 (July 1983), 7-9.

Describes several activities schools can utilize to increase parent power in the classroom.

Freshour, Frank W. "Beginning Reading: Parents Can Help," *Reading Teacher,* 25 (March 1972), 513-516.

Discusses what parents without specialized training or extensive materials can do to help their children with reading. Also discusses ideas and suggestions teachers can give to parents to help their children develop good attitudes toward school, a love of reading, and the enrichment of reading readiness and reading skills.

Gordon, Ira J. "Parenting, Teaching, and Child Development," *Young Children,* 31 (March 1976), 173-183.

Points out the commonalities in parenting and teaching: provision of the learning environment, predictability, reciprocal social interaction, persistence, responsiveness, reasoning, rationality, reading, and warmth.

Gordon, Ira. "Present Parent Involvement in Early Childhood Education," *National Elementary Principal,* 51 (1971), 26-30.

Contrasts the passive role of parents in school to the active role of preschool parents. Traces the history of parent involvement to Head Start and concludes that teachers and administrators need information and experience in working for and with parents.

Gorin, S., & others. *Overcoming Communication Barriers: A Cooperative Action Planning Workshop for Parents and Educators of Exceptional Children.* Reston, Virginia: Eric Clearinghouse on Handicapped and Gifted Children, 1981.

Authors discuss a workshop designed to explore ways to overcome barriers to communication.

Gray, Susan. "The Child's First Teacher," *Childhood Education,* 48 (December 1971), 127-129.

Describes the Early Training Project of the Demonstration and Research Center for Early Educaton at Peabody College for Teachers. Also has a useful list of pointers for educators on working with parents in the parents' home.

Harrington, A. "Teaching Parents to Help at Home," in Carl B. Smith (Ed.), *Parents and Reading.* Newark, Delaware: International Reading Association, 1971, 49-56.

Describes activities parents can be taught to use at home with children.

Harris, Mary McDonnell. "Family Forces for Early School Development of Language Fluency and Beginning Reading," in H. Sartain (Ed.), *Mobilizing Family Forces for Worldwide Reading Success*. Newark, Delaware: International Reading Association, 1981, 55-73.

Harris gives teachers 94 activities they can have parents use at home with their children to support learning to read in the elementary grades. Extensive bibliography included.

Helping Hands. Elizabethtown, Pennsylvania: Continental Press, n.d.

Relates basic skills to specific skills children are developing in school. Duplicating masters are included to aid teachers and parents in communication.

Henderson, John M. "Learning to Read: A Case Study of a Deaf Child," *American Annals of the Deaf*, 121 (October 1976), 502-506.

Describes the approach and some activities used by the parents of a five year old deaf boy to teach him to read.

Hoffman, Darlene Haffner. "Communication Education in the Home, in the Schools, and in Higher Education," *Communication Education*, 25 (January 1976), 1-15.

Emphasizes the value of reading to preschool children to develop language skills and enhance reading readiness.

Holcomb, Thomas F., Leanna Shearer, & Ernest G. Thro. "The Layperson's Library: A Tool for Reaching Teaching-Parents," *Elementary School Guidance and Counseling*, 17 (December 1982), 108-111.

Authors describe approach to generate active parent participation. Program centers on parents borrowing and reading books aimed at helping them to read and teach their children more successfully.

Home Activities to Build Competency in Young Children. Detroit, Michigan: Parent Readiness Education Project, 1982.

Set of 250 5″ × 8″ Activity Cards to enhance development of cognitive, language, visual, auditory, and motor skills and a healthy self-concept in young children. Parent-child activities designed for three to five year old children.

Homework Resource Activities Booklet. New Haven, Connecticut: New Haven Public Schools, Curriculum Resource Center, 1978.

Concept of homework is discussed. Suggestions are given for parents to be involved in the reading process at home. Game ideas included for readiness levels through grade 6.

Houseman, Ann Lord. "Tuned In to the Entire Family: A Book Festival," *Reading Teacher*, 27 (December 1973), 246-248.

Describes an innovative book fair (sponsored by a Wilmington, Delaware, elementary school) which actively involved parents, grandparents, and children. Presents trends and general observations based upon the success of the fair.

Improving Cooperation and Communication between Parents and Teachers of Handicapped Children. Eric Search Reprint. Reston, Virginia: Council for Exceptional Children, n.d.

Discusses ways cooperation and communication between parents and teachers of handicapped children can be improved.

"Improving Home-School Communication: Sharing Daily Reports," *Exceptional Parent*, 10 (1980), S24-S26.

Explores the idea of using a daily report card to actively involve parents in monitoring their child's progress in specific goals and in achieving effective communication.

Indrisano, Roselmina. "Reading Workshops for Parents," *Instructor*, 88 (December 1978), 97-99.

Presents guidelines for involving parents in their children's reading development and offers suggestions for effective parent workshops.

Jones, Linda T., Pat Branch, & Nancy Speck. *Parent Involvement Activities and Projects (A Resource Book for Reading Teachers).* Colorado Department of Education Title I ESEA, 1980, 257 pp.

Contains a great variety of specific activities for home/school cooperation. Includes calendars of activities for parents and children; tips on using parents and community persons as resources; establishing a parent room and/or home learning lending library; ideas for parent meetings; cooking recipes; sewing projects; reading incentive activities; television; and rewarding parents for their involvement.

Kavale, Kenneth. "Teachers, Parents, and Reading Instruction: A Learning Alliance," *Reading Horizons*, 18 (Winter 1978), 99-104.

Explores ways teachers can direct the efforts of parents so children gain the best advantage in learning to read.

Kewish, Nancy L. "South Euclid's Pilot Project for Two Year Olds and Parents," *School Library Journal*, 25 (March 1979), 93-97.

Describes a feasible and practical pilot project of a library storytelling program for two year olds. Parents' survey results and project experiences indicate the program is worth consideration by librarians. Lists recommended books.

Koppman, Patricia. "Taking Reading Home," *Reporting on Reading* (June 1978), 1-2, 8.

Points out that schools need to involve parents in reading education because parents heavily influence the educational development of their children. Suggests that schools set aside a room for the exclusive use of parents so they consider themselves part of the school and not just visitors. Thinks parents can be trained to help their children by reading to them, listening to them read, and assisting them in classrooms.

Lange, Robert. "PR: Public Relations – Parents and Reading," *Reading Teacher,* 31 (April 1978), 858-861.

Describes approaches for involving parents in reading programs.

Larrick, Nancy. "Do You Have TV Interference?" *Today's Education,* 67 (November-December 1978), 39-40.

Discusses the effects of television viewing on children and their reading ability, with emphasis on parents and children becoming discriminating viewers.

Larrick, Nancy. "From 'Hands Off' to 'Parents, We Need You'," *Childhood Education,* 52 (January 1976), 134-137.

Promotes ways parents can help their children develop oral language facility and build positive attitudes toward printed language, so that children can learn to read easily and happily when they get to school.

Larrick, Nancy. "How to Help the Beginning Reader," *New York Times,* 13 (January 8, 1978), 5.

Suggests ways of helping young children become young readers and recommends reading materials for parents concerned about their children's reading.

McLachlan, Karen. "Parents Can Enhance Reading Readiness," *Ohio Reading Teacher,* 15 (July 1981), 19-22.

States that creating a pleasurable experience is one goal of reading instruction. Parents can increase their children's readiness for reading by playing sound-letter games; teaching sight words from newspaper ads, games, and labels; pointing out rhyming words; and using TV and newspaper stories to promote reading.

Moore, David W., & Joanne L. Sullivan. "Reading Periodicals," *Reading Teacher,* 36 (December 1982), 324-326.

First of two articles describing new children's magazines that seek to present information from content disciplines in a compelling rather than entertaining way. Presents science related periodicals – *Scienceland, 3-2-1-Contact,* and *Odyssey* – which range from primary through junior high in interest and reading levels. Periodicals are suitable for home as well as classroom use.

Moore, David W. "Periodically Reading," *Reading Teacher,* 36 (January 1983), 456-458.

Second of two articles describing new content area periodicals for intermediate grade children. Discusses *Cobblestone,* in-depth focus on one history theme per issue, and *Penny Power,* young person's version of *Consumer Reports.*

Morrison, Nellie. "Parent Readiness for Today's Reading Methods," *Reading Teacher*, 6 (September 1952), 34-38, 44.

Writer believes the following main points need to be explained to parents by teachers and schools: the concept of reading readiness, methods of beginning reading instruction, word recognition techniques, the place of oral reading, the importance of silent reading, how to help at home, and how to motivate children to read.

O'Brian, Kathy. "Household Aids," *Early Years*, October 1977, 52-56.

Describes a successful program in which a teacher packaged learning center components and sent them home for parents to make.

Parents in Reading. Portland, Oregon: Northwest Regional Educational Laboratory, 1979.

Program designed for parents and teachers who want children to read better. Contains many ideas for beginning a parental involvement program.

Parent Inservice Guide. Grand Rapids, Michigan: Michigan Reading Association, n.d.

A comprehensive guide to help a school district or reading council get parents involved as active partners with the schools. Contains a variety of reproducible handouts and transparency masters, plus two complete programs ready to use with parents.

Parent Packet. Grand Rapids, Michigan: Michigan Reading Association, n.d.

A kit of informational literature which includes a variety of MRA and IRA parent brochures and order forms.

Paulin, Mary Ann. *Creative Use of Children's Literature*. Hamden, Connecticut: Shoe String Press, Library of Professional Publications, 1982.

Creative ideas for parents to share over 5,000 books with their children through projects in art, music, poetry, storytelling, television, plays, puppets, pantomime, fingerplays, jokes, riddles, food, toys and games. List of children's books included as well as books of interest to parents.

Pereira, Rosa. "Commentary: A Parent Who Teaches," *Reading Teacher*, 31 (May 1978), 868-869.

Describes a child's experiences as a poor oral reader from the viewpoint of his mother who is also a teacher.

Pikulski, John J. "Parents Can Aid Reading Growth," *Elementary English*, 51 (September 1974), 896-897.

Suggests parents of students with reading problems can be taught to do many things to help enhance their children's language skills.

Potter, Rosemary Lee. "Making the Home-School-TV Connection: Parent Conferences," *Teacher*, 94 (May/June 1977), 33-37.

Presents short list of positive ways parents can use television to help their children.

PREP (Parent Readiness Education Project) Information Packet. Detroit, Michigan, 1982.

Contains background information, samples of home activities, outline of program, and summary of training procedures. PREP is an early intervention program involving parent education. Over 40 districts in Michigan have received training and have successful PREP programs now in operation.

Raim, Joan. "Who Learns When Parents Teach Children?" *Reading Teacher,* 34 (November 1980), 152-155.

Relates the results of forming a reading club consisting of parents and children from the two lowest functioning classes in grades two and three in an innercity school.

Reddin, Estoy. "Community Involvement in Developing Readers," *Journal of Reading,* 20 (May 1977), 655-660.

Describes community involvement projects around the world which supply children with reading materials and special instruction.

Roberson, Dorothy Reed. "Parents and Teachers: Partners in the Teaching of Reading," *Reading Teacher,* 23 (May 1970), 722-726.

Stresses the need for partnership of parents and professionals in a successful reading program. Suggests what parents can do to help children read before and after they are in school.

Schubert, Delwyn G. "Reading Improvement through Self-Concept Development," *Reading Improvement,* 15 (Summer 1978), 157-160.

Author sees a strong relationship between the quality of a child's self-concept and reading achievement. Suggests ways in which parents and teachers can enhance children's self-image, thus facilitating reading improvement.

Schuster, Donald H., & Lois Vincent. "Teaching Math and Reading with Suggestion and Music," *Academic Theory,* 16 (September 1980), 69-71.

Authors use the Suggestive-Accelerative Learning and Teaching (SALT) method along with music to teach math and reading to ninth grade students with learning disabilities.

"Send-Home-Sheet," *Instructor,* 87 (March 1978), 169.

Gives parents sixteen ways to stop television from controlling their children's lives. It may be duplicated to send home.

Sittig, Linda Harris. "Involving Parents and Children in Reading for Fun," *Reading Teacher,* 36 (November 1982), 166-168.

Describes a noncompetitive parent involvement program designed to be open to all grade levels, encouraging success in reading by providing children with opportunities to experience reading as an enjoyable pastime. Also includes 16 reading activities that can be done in the home.

Spache, George D. *Parents and the Reading Program.* Champaign, Illinois: Garrard, 1965.

Gives suggestions for practical ways to involve parents in the reading program.

Starr, Dartha (Ed.). *Parents, Teachers, and Reading: A Resource Guide.* Committee on Parents and Reading, Illinois Reading Council, 1979.

Booklet includes ideas and bibliography concerning parent programs.

Starr, Dartha (Ed.). *Parents, Help Your Child Read Better.* Parents and Reading Committee of the Illinois Reading Council for Grades K-3, 1980.

Purpose of this booklet is to give extra practice on skills already presented by the classroom teacher. Emphasis on short reading activities that parents and children can enjoy together.

Stranix, Edward L. "How Can I Help My Children Do Better in School?" *Teacher,* 96 (September 1978), 69-70.

Includes 25 clip out suggestions teachers can give parents who ask how they can best help their children.

Stowitschek, Joseph J., & Alan Hofmeister. "Parent Training Packages," *Children Today,* 4 (March-April 1975), 23-25.

Describes a training/learning packet program developed at the Exceptional Child Center at Utah State University. Emphasizes basic self-help skills and should be presented first in parent training sessions and then monitored over several weeks' time. Teaches parents task analysis, also.

Swaby, Barbara. "How Parents Can Foster Comprehension Growth in Children," *Reading Teacher,* 34 (December 1980), 280-283.

Offers clear explanations and 4 step instructions for parents to understand and follow to facilitate comprehension skills in their children.

Swift, Marshall S., & others. "Preschool Books and Mother-Child Communication," *Reading Teacher,* 25 (December 1971), 236-238.

Authors describe how preschool storybooks are used to stimulate mother-child communications.

Take Homes: Skill Building Activities for Home Learning Grades K-3. Washington, D.C.: Home and School Institute, Trinity College, n.d.

A book of learning activities with 32 copies of each that may be sent home with children

Talbott, Gladys. *Learning to Read through the Arts.* Boise, Idaho: Boise Independent School District, Cole Elementary School, n.d.

Contains many art activities which relate to learning to read.

Taylor, Steve. "Reaching the Grass Roots," *Times Educational Supplement* (London), 3295 (August 1978), 11.

Presents a visit to a reading center which disseminates comprehensive information on reading for parents and teachers.

Trezise, Joan. "Parents Read Aloud to Children," *Language Arts*, 52 (September 1975), 881-882, 888.

An in-school program aimed at encouraging parents to read to their first and second grade children displays favorable results.

Unesco. *Promoting Voluntary Reading for Children and Young People*. Paris: Unesco, 1980.

Suggests ways of motivating children to read.

Unger, Dorothy M. "It's Never Too Early: Developing Language Skills in the Young Child," *Teaching Exceptional Children*, 8 (Spring 1976), 126-127.

Presents a language development technique designed for parents working with their young exceptional children at home.

Wall, E., & M. Staff. "Parents as Educators," *Childhood Education*, 44 (March 1968), 412-415.

Authors describe activities of parents that contribute to children's later academic achievement. Entire issue is about parents as educators.

Ward, Evangeline. "A Child's First Reading Teacher: His Parents," *Reading Teacher*, 23 (May 1970), 756-760.

Presents examples which point to a growing recognition of the efforts of parents on behalf of children's gradual movement toward success in reading.

Bibliographies

The twelve bibliographies included in this section can be helpful to professionals or parents. Some are general in nature while others are aimed at special needs.

Baden, Clifford. *Work and Family: An Annotated Bibliography, 1978-1980*. Boston, Massachusetts: Wheelock College Center for Parenting Studies, 1981.

Includes studies of the effects of working parents on children and learning.

Burket, Linda Lee. *Positive Parental Involvement in the Area of Reading During Preschool Years and Primary Grades*. April 1981. (ED 216 324)

Includes annotations in three categories: parental factors influencing reading development in children, strategies to increase parental involvement, and activities for parent-child participation in reading development.

Bynum, Brenda J. *How Parents Can Help Their Children in Reading*. June 1982. (ED 218 588)

Reviews literature regarding parent involvement; ways parents can help their children in reading; and the role of parents, teachers, and administrators in reading progress. Includes outline for parent inservice plus sample materials with which parents can help their children in reading.

Clark, Richard E. *Children's Television: The Best of ERIC.* Syracuse, New York: Eric Clearinghouse On Information Resources, 1978.

Contains retrospective bibliographies on television and children. Includes an annotated listing of research reviews, position papers, and planning documents entered in the Eric system from 1974-1977. Includes cognitive effects of television on children and of television in helping children learn to read.

Eberwein, Lowell, & others. "An Annotated Bibliography on Volunteer Tutoring Programs," paper presented at the Southeast Regional Reading Conference of IRA, 1976. (ED 117 662)

Summarizes studies in which volunteers helped children achieve more in school.

Foley, James, & Nicholas Criscuolo (Eds.). *Parents and Reading: Current Issues, Views, and Directions*, an annotated bibliography from Connecticut Association for Reading Research. New Haven, Connecticut: CARR Curriculum Resource Center, n.d.

A bibliography of sources for educators about parent programs.

Henderson, Anne (Ed.). *Parent Participation-Student Achievement: The Evidence Grows.* NCCE occasional papers. Columbia, Maryland: National Committee for Citizens in Education, 1981.

Annotated bibliography of 34 research studies which show that parents are a valuable resource for public education. Concludes that the form of parent involvement is not critical as long as it is well-planned, comprehensive, and long-lasting. One-shot public relations compaigns seem to have little effect.

Hyer, Anna L. "For Parents: Pamphlets, Books, Movies, and Filmstrips about Children's Reading," *Reading Teacher,* 10 (October 1956), 32-34.

Presents annotated descriptions of pamphlets, books, films, and filmstrips aimed at parents teaching their children to read.

Improving Cooperation and Communication between Parents and Teachers of Handicapped Children. Reston, Virginia: Council for Exceptional Children, ERIC Search Reprint, 1982.

Reprint of titles of journal articles and brief summaries from ERIC computer search dealing with home/school cooperation when child is handicapped or academically disabled.

Special Education Index to Parent Materials. National Information Center for Education Media, University of Southern California, 1980.

Lists recent materials of interest to parents of handicapped children.

Teale, William H. *Early Reading*, an annotated bibliography. Newark, Delaware: International Reading Association, 1980.

Summarizes literature about learning to read at home before school entry age. Excellent resource for research and opinion about early reading.

Television for Effective Parenthood: Literature Search and Existing Material Assessment. Charleston, West Virginia: Appalachia Educational Laboratory, 1978.

Assesses material concerning parenthood education with each item described by title, format, producer, distributor, date, length, content, target audience, technical quality, and suggested use. Includes an annotated bibliography of relevant pamphlets and booklets, and lists sources of audiovisual materials.

Section 3 BOOKLETS AND PAMPHLETS FOR PARENTS

We believe that teachers are busy people and, even if highly motivated to begin a concerted effort to increase home/school cooperation, they may not have the time to design their own information pamphlet or booklet. Thus we have included a representative sampling of what individuals, schools, publishers, and other agencies have written. Some of these can provide ideas for new pamphlets. Others may be useful as sources from which schools can obtain quantities for distribution. The three sections – school, commercial, and public service published – do not carry individual introductions.

School Published

Arntzen, Ilona (Ed.). *Parents Are Important*, "A Chance for Every Child Project," 1977.

Booklet prepared as part of A Chance for Every Child Project. Offers suggestions for parents of infants and older children and covers topics such as Imitation, Motivation, Innovation, and The Car is the Classroom.

Bayless, Nancy, & others. *Help! What Can I Do With My Four Year Old?* Wamego, Kansas: Kaw River Valley Special Education Co-op Reading Teachers, 1975.

Gives activities in auditory and visual discrimination and tells of their relationship to learning to read. Discusses general health in relation to achievement.

Boehnlein, Mary. *When Your Child Has Problems in Reading*. Cleveland, Ohio: Cleveland State University, 1979.

Presents reasons why children do not learn to read well. Stresses the importance of finding out why the reading problem exists, suggests seeking assistance from school staff and specialists and providing help at home to remedy the difficulty.

A Calendar for – Parents. Houston, Texas: Houston Independent School District Reading Department, 1978.

Presented in calendar form with an activity listed for each day, these suggestions for parents range from encouraging their children, to hugging them, to specific reading activities.

Christenbury, Lelia. *Virginia English Bulletin*, 31 (Winter 1981).

Focuses on "Developing Lifelong Readers." Includes eighteen short articles discussing the kinds of encounters with literature that create lifelong readers.

Criscuolo, Nicholas P. *Parents: Some Ways to Use the Newspaper with Your Children*. New Haven, Connecticut: New Haven Public Schools, 1978.

Proposes ten different ways to use the newspaper to develop educational skills.

Effective Parent Involvement: An Example and an Appraisal. San Jose, California: Franklin-McKinley School District, 2072 Lucretia Avenue, 1980.

Includes handouts to be used with parent volunteer groups. Outlines the volunteer's job and gives suggestions for activities to use with children at home and in school.

Fehrle, Carl C., & Stevie Hoffman. *Parents: You Have Teaching Power*. Columbia, Missouri: University of Missouri, 1979.

States that parents are the first and most important teachers children have. This book encourages parents to view their teaching skills as important in their children's early learnings. Gives suggestions for initial activities parents can use and build upon to make early learning special for their children.

Ferguson-Florissant School District. *Parent and Child Home Activity Guides for Threes and Fours*. St. Louis County, Missouri: Parent-Child Early Education Program, n.d.

Activities in areas of language, math, and motor development that parents can use at home with their children. Gives illustrated and simple step by step directions.

Ferguson-Florissant School District. *Developing Creativity*. St. Louis County, Missouri: Parent-Child Early Education Program, 1979.

Explains concept of creativity and shows many ways parents can encourage it at home.

Ferguson-Florissant School District. *Motor Growth and Development*. St. Louis County, Missouri: Parent-Child Early Education Program, 1980.

Explains stages and patterns of motor development, both gross and fine, for birth through age six. Gives many home activities with which parents can encourage their children and provide opportunity to develop and refine skills.

Ferguson-Florissant School District. *Games to Grow on for Three Year Olds*. St. Louis County, Missouri: Parent-Child Early Education Program, 1976.

Collection of games to prepare children for reading and writing skills. Describes in words and illustrations various games parents can play at home and gives the purpose of each. Cautions parents not to push child and gives information about patterns and stages of growth.

Ferguson-Florissant School District. *Teaching Threes Specific Skills*. St. Louis County, Missouri: Parent-Child Early Education Program.

Booklet of activities for three year olds which develop receptive language, expressive language, simple counting, body parts, motor skills, and self-help.

Ferguson-Florissant School District. *Teaching Your Child To Listen*. St. Louis County, Missouri: Parent-Child Early Education Program, 1979.

Guide for parents of young children to help them improve their children's ability to listen, to discriminate different sounds, and to understand and remember what they hear. Stresses that parents have to be good listeners also.

Ferguson-Florissant School District. *Teaching Your Child to Read: Home Activities*. St. Louis County, Missouri: Parent-Child Early Education Program, 1979.

Stresses using a language experience approach in the home and shows parents how to teach sight words and letter sounds. Has book of letter sounds to be cut out.

Four to Get Ready–Five to Go: Parent Guide for Preschool Children. Waukesha, Wisconsin: Waukesha Public Schools, 1975.

Suggests ways parents can prepare their children for academic success before formal schooling. Part 10 is an annotated list of books about children for parents.

Getting Along With Myself, With the Family, With the Community, With the World. Albany, New York: New York State Education Department, Right to Read, 1980.

Contains situations that deal with getting along with oneself, one's family, the community, and the world. Bibliography of books for parents and children to read aloud together.

Harris, Mary McDonnell. *State Basic Skills Improvement Program, 1980-1981*, Title 11, Part B, Summer Reading Calendar Project. Manhattan, Kansas: Kansas State University, 1981.

A series of summer reading calendars developed and field tested for the use of elementary children and their families.

Helping Your Children Discover. Concord, New Hampshire: New Hampshire Right to Read, Department of Education, Division of Instruction, n.d.

Imaginative booklet presents suggestions for parents to use as general guides in ways to help children make discoveries about themselves, the world around them, and words and language before they enter school. Also lists books for children and parents.

Hornberger, Timothy. *Home Ideas for Reading: A Newsletter for Parents and Teachers.* Trenton, New Jersey: Trenton State College, Department of Education. n.d.

A newsletter published three times a year.

How Can I Help My Preschool Child in Reading? Atlanta, Georgia: Georgia Department of Education, 1979.

Pamphlet suggests in simple sentences how parents can help their children by reading, listening, and talking to them. Available in Spanish.

How Parents Can Help and What They Can Do at Home. Mellville, Utah: Home Start Training Center, n.d.

Contains three pages of ideas for parents.

How Parents May Help with Reading. Omaha, Nebraska: Omaha Public Schools, Reading Services Center, 1979.

Lists suggestions to stimulate development of better reading habits and attitudes through use of praise and encouragement instead of pressure.

Inexpensive Books for Parents of Handicapped Children: A Bibliography. Montgomery, Alabama: Southeast Regional Resource Center, Auburn University, 1980.

Lists of resources for parents with children who are hearing impaired, emotionally disturbed, learning disabled, mentally retarded, physically handicapped, speech impaired, or visually impaired.

Involvement. . .The Key. Paradise Valley, California: Paradise Valley Unified School District No. 69, n.d.

Mimeographed booklet done in simple and clear enumeration form. Gives suggestions for parents on listening, oral language, spelling, writing, library usage, and responsibility.

Jones, Charles J., & Charlotte Garman. *Parent Pamphlet: Let's Play and Learn.* Lewisburg, Pennsylvania: Bucknell University, Pennsylvania Department of Education.

Includes work-play ideas for parents to try at home to help children develop school readiness.

Language Experiences for Your Preschooler, Part I: Activities at Home. Albany, New York: State University of New York at Albany, Department of Education, Bureau of Continuing Education Curriculum Development.

A 25 page booklet of valuable activities for parents to use with their preschoolers.

Parent Contract. Omaha, Nebraska: Westside Community Schools, District 66, Paddock Road Elementary School, n.d.

Developed by a parent group. Reinforces the concept of education as a team effort and serves as a guide for parents, teachers, students, and the community seeking to promote quality education.

Parent Packet. Oscoda, Michigan: Oscoda Area Schools, Michigan Reading Association, 1979-1980.

Devised to assist local reading councils and school districts with implementation of meaningful parental inservice projects. Specifically designed to be used by a parent facilitator at the beginning of the program.

Parents As Teachers. Richmond, Virginia: Virginia Right to Read, Department of Education, 1979.

Colorful booklet of suggestions for parents of preschool through primary grade children. From *Helping Your Child to Read Series.*

Parents: Help Your Child to Read Better. Grand Rapids, Michigan: Michigan Reading Association, 1979.

Brochure gives parents tips on how to help their children read at home and school.

Parents-School: A Good Relationship, Instructional Guide for Parents. Indianapolis, Indiana: Indiana Department of Public Education, 1980.

Assists parents in developing better home-school relationships. Stresses the need for a partnership between school and parents to create the best learning situation. Explains in detail how to plan to achieve this goal.

Pickens, C. *Tips for Teachers on School-Parent Communication.* Magnolia, Arkansas: Magnolia School District, 1978.

Presents tested techniques and guidelines for improving school-parent communications.

Porter, Clairita. *Learning Words with Games or a Spoonful of Sugar.* Yukon, Oklahoma: Yukon Public Schools, 1979.

Provides 36 basic sight vocabulary lists and presents different learning games to use with each.

Reading in the Long Run, Summer 1979. Omaha, Nebraska: Omaha Public Schools, Reading Services Center, 1979.

Suggestions to encourage summer reading.

Reading: Parents Can Help. Washington, D.C.: National Education Association, n.d.

Presents "Do's" and "Don'ts" for parents to assist their children in becoming better readers.

Reading: Parents Can Help. New York Education Association, n.d.

A brochure outlining "Do's and Don'ts" for parents of elementary school children.

Read Me A Story: A Parent's Guide to Reading Readiness. Omaha, Nebraska: Omaha Public Schools, Reading Services Center, 1979.

Suggestions to encourage summer reading.

Read This Summer. Omaha, Nebraska: Omaha Parent Teacher Association Council and Omaha Public Schools, n.d.

Relates fun in reading to summer fun. Lists many reading activities parents and children can do together to keep children's reading skills ready for the next school year.

Read to Me. St. Peter, Minnesota: St. Peter Schools, 1979.

States that children develop language skills by hearing and using words and by sharing the joy of reading together with their parents.

Taylor, Bernard R. *Parents As Teachers.* Richmond, Virginia: Virginia Right to Read, Department of Education, 1979.

Booklet describes five lessons parents should be teaching their children: positive thinking, work habits, self-respect, many words, and thinking skills.

25 Ways Parents Can Help with Reading. Jefferson City, Missouri: Missouri Department of Elementary and Secondary Education, 1978.

Describes 25 ways parents can help their children become successful readers.

Commercially Published

Broshahan, Joanne P., & Barbara Milne. *A Calendar of Home/School Activities.* Santa Monica, California: Goodyear Publishing, n.d.

Presents a calendar with activities for use at home and school.

Choosing a Child's Book. New York: Children's Book Council, n.d.

Lists recommended reading materials for children.

Ervin, Jane. *Reading with Your Child: Number One Priority.* Boston, Massachusetts: Allyn & Bacon, 1981.

Studies helpful tips for increasing your child's skills and interest in books and reading.

Goldsmith, Barbara H. *The Parent Has the Key: How to Lead Your Small Child through the World of Play.* Cincinnati, Ohio: Pamphlet Publications, 1979.

Conversation directed at providing a loving intuitive approach to early childhood.

Guide to Children's Magazines, Newspapers, Reference Books. Washington, D.C.: Association for Childhood Education International, 1977.

Annotated list is designed to familiarize parents and teachers with quality literature.

Hillerich, Robert L. *50 Ways to Raise Bookworms or Using Independent Reading.* Boston: Houghton Mifflin, 1980.

Describes how parents and teachers can instill interest in reading in their children and pupils.

Hillerich, Robert L. *The What and Why of Beginning Reading.* Boston: Houghton Mifflin, n.d.

A small booklet which offers basic explanations about beginning reading.

McClenathan, DayAnn. *An Open Letter to Parents.* Reprint from *Early Years* by Laidlaw Brothers, The Laidlaw Reading Program, n.d.

Ideas for helping children feel at home with books.

Murphy, John F. *Listening, Language, and Learning Disabilities: A Guide for Parents and Teachers.* Cambridge, Massachusetts: Educators Publishing Service, 1970.

Describes steps parents and teachers can take to help children with learning disabilities listen carefully and selectively and express themselves freely and accurately. Emphasizes children's need for a positive self-image and sense of achievement.

Northwest Report. Portland, Oregon: Northwest Regional Educational Laboratory, February 1980.

Discusses Parents in Reading program and its reception.

Parents as Reading Partners. Albany, New York: Senate Education Committee, n.d.

Brochures and other materials available to describe program in which parents are encouraged to read with children 15 minutes a day.

Parents in Reading. Portland, Oregon: Northwest Regional Educational Laboratory, 1980.

Useful tool to prompt parent involvement. Reports on pamphlets, programs, and projects that are becoming popular in stimulating parental involvement with reading in the schools.

Parent Involvement Series. Elizabethtown, Pennsylvania: Continental Press, 1980.

A series of booklets for parents and children.

Practice What You Teach. Austin, Texas: Early Childhood Program, Southwest Educational Developmental Laboratory, 1976.

Illustrated discussions of how children learn from parents through imitation and incidental learning.

Readers' Choice Paperback Collections. Englewood Cliffs, New Jersey: Scholastic, 1979-1980.

Divided by reading level, lists books children choose to read and books that parents and children will enjoy reading together. Specially developed for Reading is Fundamental projects (RIF).

Reading Begins at Home. Reprint by Field Enterprises Educational Corporation and The American Library Association, n.d.

Gives parents six watchwords – listen, speak, read, move, interact, and guide – designed to help them make the most of children's early learning experiences at home.

Reading in the Home. New York: Scholastic, n.d.

Lists hints about creating a good home reading environment, suggestions on when to read to your child, and ideas on how to read to your child.

Sunley, Robert. *How to Help Your Child in School.* New York: Public Affairs Pamphlets, 1965.

Discusses ways parents influence their children and school by capitalizing on opportunities to apply learning from school.

When Parents ask About Reading. Glenview, Illinois: Scott, Foresman, n.d.

Answers to parents' questions about how reading is taught.

Your Child and Reading: How You Can Help. Boston: Houghton Mifflin, 1973.

Suggests ways to help children become successful readers. Lists ideas to use before children enter school, after children start school, things parents can do to help children perform at their best. Includes a list of good books.

Your Child's Reading – What You Can Do. Newton, Massachusetts: Allyn & Bacon, 1978.

Booklet suggests fun and profitable activities parents can use with their children without having to do any structured, formal teaching.

Public Service Published

All About Volunteers and Reading. Seattle, Washington: Washington Organization for Reading Development, Washington State Council Parents and Reading Committee, 1980.

Valuable guide for schools on recruiting, using, and keeping volunteers. Taken from *Guidelines for Volunteers.*

Anderson, Evelyn. *Parents Can Be the Key...to an Appropriate Education for Their Handicapped Child.* Minneapolis: PACER Center, 1981.

Booklet published by the Parent Advocacy Coalition for Educational Rights which is a coalition of 18 Minnesota organizations concerned with the education of exceptional children. Booklet uses a question and answer format to

describe the identification and placement process of children in educational settings and how parents can knowledgeably participate in this process.

Babitz, Milton. *Handbook on Parent Education*, Revised Edition. Bulletin of the California State Department of Education, 3, 1958.

Describes how parents can facilitate school learning.

Baghban, Marcia. *How Can I Help My Child Learn to Read English as a Second Language?* Newark, Delaware: International Reading Association, 1973. (Also available in Spanish.)

Especially helpful to parents whose children do not speak English as a first language.

Brandt, Ronald S. (Ed.). *Partners: Parents and Schools.* Washington, D.C.: Association for Supervision and Curriculum Development, 1979.

Short essays which describe parent/school relationships.

A Briefing for Parents: Your Child and Reading. Washington, D.C.: National Education Association, 1963. (Reprints, filmstrip, and record available.)

Gives practical suggestions to parents on helping children learn to read and develop habits of frequent reading.

Central Midwestern Regional Educational Laboratory. *Parents As Models for Reading.* St. Ann, Missouri: CEMREL, 1978.

Right to Read bulletin that includes articles on topics ranging from the significant role of parents in preparing their children to read to shaping and strengthening the school's reading program. Includes an illustrated and annotated bibliography of resources that parents may order.

Chan, Julie. *Why Read Aloud to Children?* Newark, Delaware: International Reading Association, 1974.

Suggests the importance of reading aloud to learning to read.

Children's Book Committee, Child Study Association of America. *Reading with Your Child through Age Five*, Revised Edition. New York: Child Study Press, 1972.

Gives hints on techniques for reading with children.

Children's Services Division of the American Library Association, Committee on Library Services to the Disadvantaged Child. *Reading Aloud to Children.* Chicago: American Library Association, 1967.

Tells of the importance of reading aloud to children and suggests stories and books appropriate for various ages of children.

Choosing a Child's Book. New York: Children's Book Council, 1970.

Tells how to choose books according to child's age and interests. Gives criteria for good books that appeal to children.

Duane, Mary. *Yes, We Teach Reading.* New York: Metropolitan School Study Council, 1953.

This pamphlet is in question and answer format using the most frequently asked questions about reading.

Eberly, Donald. *How Does My Child's Vision Affect His Reading?* Newark, Delaware: International Reading Association, 1977.

Discusses the importantance of vision in relation to school tasks.

Focus on Reading. Indiana Department of Public Instruction, Division of Reading Effectiveness, 1980.

Series of eleven pamphlets focuses on involvement of parents and utilization of school-community resources.

From Hospital, to Your House, to Schoolhouse. Iowa: Committee on Parents and Reading, Iowa Council International Reading Association, n.d.

Suggests ways to introduce the love and enjoyment of reading from birth to prekindergarten.

From School House to Your House. Iowa: Committee on Parents and Reading, Iowa Council International Reading Association, n.d.

Suggestions and ideas that parents can use at home with preschool and school age children to develop specific reading skills.

Get Ready To Read. Brooklyn, New York: Brooklyn Public Library, n.d.

Suggests ways parents can develop pleasure and enthusiasm in reading by listening, talking, and reading to their children.

Getting It Together. Albany: New York State Education Department, Right to Read, n.d.

Lists books for parents and children to read together to build interest in crafts, hobbies, and careers.

Glasser, William. *Teach Them to Read or Get Ready to Run.* Hollywood, California: Media Five, Distributed by RKG Television, Los Angeles, 1980.

Discusses importance of teaching reading.

Glazer, Susan Mandel. *Home Ideas for Reading.* Lawrenceville, New Jersey: New Jersey Reading Association.

Reports, in a newsletter for parents and teachers, one theme in each of six yearly issues. Offers practical and informative ideas for both professionals and nonprofessionals who are rearing children.

Glazer, Susan. *How Can I Help My Child Build Positive Attitudes toward Reading?* Newark, Delaware: International Reading Association, 1980.

Helpful hints for parents who want children to enjoy reading.

Good Books Make Reading Fun for Your Child. Newark, Delaware: International Reading Association, 1977.

Outlines developmental stages of reading interests in children, from early childhood on. Emphasizes the need to make reading a pleasurable experience even before children are able to read by themselves.

"Helping Children Learn about Reading." National Association for the Education of Young Children (NAEYC), 1983.

Explains how parents can help their children prepare for and enjoy reading. Includes lists, with annotations, of books for parents and children.

Helping Your Child Learn: A Parent's Guide. Arlington, Virginia: National School Public Relations Association, n.d.

Gives practical suggestions to develop good learning habits.

How To Read A Picture. St. Joseph Valley Council, International Reading Association, n.d.

Develops vocabulary, encourages ideas, and provides background for reading stories and magazine articles by discussing pictures. Gives parents questions they might ask about the pictures.

International Reading Association Brochures. (*Available in Spanish)

A series of small booklets especially for parents.

Eating Well Can Help Your Child Learn Better.
Good Books Make Reading Fun for Your Child.
Studying: A Key to Success... Ways Parents Can Help.
Summer Reading Is Important.
**You Can Encourage Your Child to Read.*
You Can Help Your Child in Reading By Using the Newspaper.
**You Can Use Television to Stimulate Your Child's Reading Habits.*
**Your Home Is Your Child's First School.*

Involving Parents in Reading: Reading Begins at Home. Kirkland, Washington: Washington State Committee on Parents and Reading, n.d.

Lists 10 rules on how to influence children to become good readers and explains the role of the parent in reading.

Jacobs, Irene. *Parents and Teachers Together.* Omaha, Nebraska: Metropolitan Reading Council, 1979.

Handout of suggestions on how parents can choose reading materials their children will enjoy. Gives tips on creating successful experiences and reports specific ways teachers can present this information to parents.

Janie Learns to Read. Washington, D.C.: National Education Association, 1954.

Skillfully describes a child's first experiences with reading in school and the methods and materials used. Explains individual differences of children.

Join the Top of the Hill Gang. New York: New York State Senate, n.d.

Encourages parents to read to their children for fifteen minutes a day. Suggests what parents can do to become successful as reading partners.

Just 15 Minutes. New York: New York State United Teachers, n.d.

Describes parents as the key to successful readers. Suggests what they should do, and why, to promote reading at home.

Kimball, Laurel. *Learn in the Community: How Parents Can Help Children Learn Basic Skills. Community Proven Practices II.* Phoenix, Arizona: State Department of Education, 1981.

Provides suggestions and activities for parents of elementary school children on how to help a child learn basic skills through community education.

Liquori, M. *Building Reading Readiness in Blind Children.* Albany: New York State Department of Social Services, n.d.

Guidelines for parents to follow in developing reading readiness in blind children. Stresses importance of building auditory skills, preparing for braille reading, and increasing interpretive skills.

McKee, Paul. *Primer for Parents: How Your Child Learns to Read.* Boston: Houghton Mifflin (various editions).

Format allows parents to step into the place of beginning readers and experience firsthand the task that confronts the beginning reader, and to know exactly what help a beginner needs. Presents the whys and hows of teaching reading to children.

Michigan Reading Association, Box 7509, Grand Rapids, Michigan 49501.

Variety of publications available.

National Council of Teachers of English. *How to Help Your Child Become a Better Writer.* Urbana, Illinois n.d.

Lists parent activities to stimulate children's writing. Up to 14 copies free of charge.

National Education Association. *Parents and Teachers Together for the Benefit of Children.* Washington, D.C.: NEA, 1983.

Stresses home/school cooperation and brings parents into the school.

National Library Service for the Blind and Physically Handicapped. Washington, D.C.: National Library Service for the Blind and Physically Handicapped.

Describes free library services available for persons who are unable to read standard printed materials because of visual or physical handicaps.

National Reading Center, 1776 Massachusetts Avenue, NW, Washington, D.C. 20036.

Write for information about a series of brochures with such titles as "Creating a Good Reading Climate at Home," "Getting Ready to Read," and "Reducing Pressures in Learning to Read."

ORCLISH Quarterly Information Packet. Ohio Resource Center for Low Incidence and Severely Handicapped, Regional Resource Center, 470 Glenmont Avenue, Columbus, Ohio 43214.

Contains specific information on audiovisual programs, conferences, equipment/aids, and free materials that can be used in newsletters to parents.

Parent Participation: A Formula for Success. Indianapolis, Indiana: Indiana Department of Public Instruction, Division of Reading Effectiveness.

Presents a series of Reading Education Workshops designed for parents and educators. Workshops resulted in the booklet *See, Hear and Do: Building a Positive Attitude.*

Parents Are Reading Teachers Too! Frankfort, Kentucky,: Kentucky State Department of Education, 1976.

Includes activities for providing language learning opportunities to children at home from infancy through first grade. Includes a selective bibliography of children's books and magazines and books for parents and teachers.

Parents as Partners. Columbus, Ohio: Ohio Department of Education, 1982.

Stresses the importance of experiences to build background for learning. Sent free to parents of kindergarten and first grade children in Ohio. Has videotapes for loan to parent/school groups.

Parents as Reading Partners. Albany, New York: Senate Education Committee, n.d.

Brochures and other materials available to describe program in which parents are encouraged to read with children 15 minutes a day.

Parents Can Teach Prereading Skills at Home. Washington, D.C.: U.S. Government Printing Office, 1971, Stock No. 1780-0921.

Describes prereading skills that parents can teach at home and the importance of doing so.

Parents-Children-Teachers: Communication. Washington, D.C.: Association for Childhood Education International, 1969.

Selected publications for ACEI about improving communication between teachers and parents.

Parents Help Build Better Readers. Elyria, Ohio: Ohio Council International Reading Association, Parents and Reading Committee, 166 Caroline Street, 1981.

Lists many key ways to successfully involve children in reading. Suggestions for parents with children of all ages.

Preschool Games and Activities. Lebanon, Ohio: Lebanon-Lancaster Reading Council, 1979.

List of activities parents can use with their preschooler to develop school readiness. Includes list of household items to save and things to make with paste and play dough recipes.

Ransbury, Molly Kayes. *How Can I Encourage My Primary Grade Child to Read?* Newark, Delaware: International Reading Association, 1973.

Gives suggestions to parents on encouraging the beginning reader to read. Suggests books that will appeal to the young reader.

Reading and Prefirst Grade. Newark, Delaware: International Reading Association, n.d.

Joint statement of concerns and recommendations of several professional organizations concerning the teaching of reading.

Reading Begins at Home. Seattle, Washington: Washington Organization for Reading Development, Washington State Council Parents and Reading Committee, n.d.

Suggests ten ways for parents to get involved in the needs of children.

Reading Begins at Home. Field Enterprises Educational Corporation and American Library Association, n.d.

Describes readiness activities and experiences that contribute to learning to read.

Reading Today. Newark, Delaware: International Reading Association.

Membership newspaper of the International Reading Association which includes "News for Parents" section for ideas of interest to parents. Published 6 times a year.

Resource List For Parents of Special Children. Oberlin, Ohio: Northern Ohio Special Education Regional Resource Center, 15233 Rt. 58 South, Oberlin, Ohio 44074, 1983.

An annotated bibliography of books for parents of children with handicaps. Includes a list of organizations interested in the welfare of disabled persons.

Robinson, Richard D. *Children's Reading: What Parents Can Do to Help.* Columbia, Missouri: University of Missouri, n.d.

Provides specific, workable suggestions for parents to help create an interested and concerned atmosphere for reading at home.

Rogers, Norma. *How Can I Help My Child Get Ready to Read?* Newark, Delaware: International Reading Association, 1973.

Discusses reading readiness skills and the importance of language stimulation and reading to the child before school.

Rogers, Norma. *What Books and Records Should I Get for My Preschooler?* Newark, Delaware: International Reading Association, 1973.

Provides lists of records and books recommended for preschoolers and some criteria for choosing items.

Rogers, Norma. *What Is Reading Readiness?* Newark, Delaware: International Reading Association, 1971.

In simple terms, tells parents the importance of reading readiness and activities that are used to develop reading readiness.

Sayler, Mary Lou. *Parents: Active Partners in Education.* Washington, D.C.: American Association of Elementary-Kindergarten-Nursery Educators, National Education Association, 1971.

Gives specific steps to initiate and maintain a successful parent involvement program.

Shapiro, Jon E. *Keeping Your Primary Child on the Road to Reading.* Vancouver, British Columbia: International Reading Association Parents and Reading Committee, 1979.

Describes positive home environments in terms of adults as good models, reading a variety of stimulating material together, guiding the reading experiences, and keeping reading experiences enjoyable.

Simons-Ailes, Sandra, & Hilda Aragon. *Voices of Our Elders: Books for Children.* Pueblo of Acoma, New Mexico: Acoma Partners in Basics Project, Pueblo of Acoma Press, 1982.

Step-by-step guide for developing a school/community partnership in publishing books. Aims at multicultural or bilingual communities to enable them to develop books generated from stories passed down from older members in the community.

Simons, Jenny. *Learning to Read. Parents Can Help.* Watson, Australia: Australian Early Childhood Association, 1981.

Booklet for parents that includes ideas for activities and guidelines for beginning and school age readers as well as suggestions for further reading.

Smith, Joyce C. *What Can I Do? A Handbook for Parents.* Seattle, Washington: Washington Organization for Reading Development, Washington State Council Parents and Reading Committee, 1979.

Suggestions for parents to help their children with reading. Format is a 12 page mimeographed booklet.

Smith, Nila Banton. *Sailing into Reading.* Washington, D.C.:National Education Association, 1956.

Pamphlet based on an original manuscript by Smith, describes the entire elementary school reading program and tells how parents can help at home.

Summer Reading Is Important. Newark, Delaware: International Reading Association, n.d.

Describes ways to continue reading through the summer since reading is a skill that must be practiced to maintain the student's reading level during the summer.

Talbott, Gladys. *December, Parent Newsletter Rocky Mountain Region.* International Reading Association Parents and Reading Committee, 1979.

Includes Christmas activities to do with children, children's book list, and suggestions for educational Christmas gifts.

Talbott, Gladys. *How Parents May Help with Reading.* Boise Independent School District, Cole Elementary School, International Reading Association Parent and Reading Committee, 1979.

Designed to stimulate, encourage, and develop better reading habits and attitudes.

Taylor, Bev, & Jerry Johns. *Teach Me to Read! A Booklet for Parents and Teachers.* Marion, Illinois: Parent and Reading Committee of the Illinois Reading Council, 1982.

Describes the nature of beginning reading and the role of adults in encouraging young readers.

Truby, Roy. *Parents in Reading.* Portland, Oregon: Northwest Regional Education Laboratory, 1980.

Suggestions for parents in language arts, safety, muscle movement, and creative development. Includes booklists and checklists. Administrator's Guide contains sample materials. press releases, radio announcements, letters to parents, instructions for teachers, monthly reminders for parents, and sample awards. Materials to be sent to parents may be reproduced. (English and Spanish)

Volunteers and Reading: Reading Begins at Home. Kirkland, Washington: Washington State Committee on Parents and Reading, n.d.

Tells of the need for volunteers to help children enjoy learning and to change children's outlook toward their communities, their schools, and themselves.

Will Your Child Be Ready? Helena, Montana: Montana Office of Public Instruction, n.d.

Suggestions for preparing children for school. Touches on sensing, experiencing, talking, and playing. Includes a booklet of detailed games and activities entitled *Learn with Love.*

Winebrenner, Rosemary. *How Can I Get My Teenager to Read?* Newark, Delaware: International Reading Association, 1971.

Pamphlet that gives parents suggestions on encouraging their teenager to read.

Working with Schools: A Parents' Handbook. Washington, D.C.: United States Government Printing Office, 1979.

Tells how parents can work with schools to insure the best education and how to teach learning skills at home.

Wright, D.R., & others. *Your Child Learns through Discovery.* Boise, Idaho: Right to Read, State of Idaho Department of Public Education, n.d.

Describes the importance of allowing children to explore their world and learn through their own efforts.

You Can Encourage Your Child to Read. Newark, Delaware: International Reading Association, n.d.

Suggests that encouragement at home will help children develop positive feelings toward reading. Reading should be for entertainment, enrichment, satisfaction, and fulfillment as well as for instruction. Lists suggestions to stimulate reading interest.

Your Home Is Your Child's First School. Newark, Delaware: International Reading Association, n.d.

Describes ways to develop children's physical skills and maturity, intellectual skills, speech and language patterns, listening and visual skills, and social and emotional maturity at home.

Additional Sources

The following titles were located in Books in Print or other sources but no copies were available for review purposes at the time of publication of this bibliography.

PREP (Parent Readiness Education Project). Dr. Liane Bert, 18499 Beech Daly Road, Detroit, Michigan, 1979. "Ready, Set, Go," "Let's Play and Learn," "A Very Special Book for _____."

A Parent's Guide to Public Education for the Handicapped. Arlington, Virginia: National School Public Relations Association.

A Parent's Guide to Standardized Aptitude and Achievement Tests. Arlington, Virginia: National School Public Relations Association.

A Parent's Guide to That First Day At School. Arlington, Virginia: National School Public Relations Association, 1966.

Weinstein, Claire E., & others. *How to Help Your Children Achieve in School.* Washington D.C.: The National Institute of Education, U.S. Department of Education, 1983.

Section 4 MISCELLANEOUS

This section includes addresses of organizations and publishers who publish information or periodicals useful to parents, children, and professionals. It also includes booklists, children's book awards, and audiovisual materials for use with parents. Not all materials listed were reviewed. Since the subsections of childrens' and parents' periodicals and audiovisual materials and their potential uses are obvious, individual introductions are not included for them.

Periodicals for Children

The following list of periodicals was compiled from various sources including: *Children's Magazine Guide*, Pleasant T. Rowland, Madison, Wisconsin (appears monthly August through March and bimonthly April and May – has semiannual compilations); *Magazines for Children: A Guide for Parents, Teachers, and Librarians*, American Library Association, Chicago, 1983; *Ulrich's International Periodicals Directory*, Twenty-Third Edition, 1984, R.R. Bowker; and *Subject Index to Magazines and Periodicals* by Gladys Cavanagh, 1983-1984.

Periodicals were chosen which were of general or specific interest to children and youth and which enticed children to read or which had prereading activities. The list, therefore, is selective rather than exhaustive. Periodicals published by various religious groups and those whose main focus is entertainment reviews are not included. The above mentioned references can provide an exhaustive list for the interested reader.

Advocate. University of Georgia, Southeastern Advocates of Literature for Young People, 125 Aderhold Hall, Athens, GA 30602.

Reviews books for young people, elementary age and older.

Ahoy. Two Fathoms Publishers, Junior League of Halifax, 2021 Brunswick St., Suite 209B, Halifax, Nova Scotia B3K 245.

Published quarterly for 6-13 year olds. Promotes national understanding, physical fitness, and good nutrition. Solicits children's contributions.

American Girl. Girl Scouts of the United States of America, 830 Third Ave., New York, NY 10022.

Magazine for Girl Scouts about scouting with some general information included.

American Newspaper Carrier. American Newspaper Boy Press, Box 15300, Winston-Salem, NC 27113. (Formerly *American Newspaper Boy*.)

Published monthly for newscarriers, ages 12-17.

American Youth. Ceco Publishing, General Motors Corporation, 3044 W. Grand Blvd., Detroit, MI 48202.

Information on driving safety and a broader understanding of the American economic system and the opportunities it provides for young people.

Animal Kingdom. New York Zoological Society, 185 St. and Southern Blvd., New York, NY 10460.

Information for children and adults about animals in New York Zoo.

Art and Man. Scholastic, 730 Broadway, New York, NY 10003.

Published 6 times a year. Prepared in cooperation with the National Gallery of Art. Presents the world of the creative artist; includes ready to use art projects to spark creativity.

Astronomy Magazine. Astromedia Corp., 625 E. St. Paul Ave., Milwaukee, WI 53202.

For beginners in astronomy, adults and youth. High school reading level.

Baseball Digest. Century Publication Co., 1020 Church St., Evanston, IL 60201.

Articles and information for baseball buffs.

Basketball Digest. Century Publication Co., 1020 Church St., Evanston, IL 60201.

News of basketball for young adults.

BMX Action. Wizard Publications, 3162 Kashiwa St., Torrence, CA 90505.

Information for bikers, bike safety, racing news, etc.

BMX Press. Plus Publishing, 20705 Western Ave., Suite 108, Torrance, CA 90501.

Motorcrossing news, bike safety, equipment information, etc.

Boing. The Children's Museum of Denver, 931 Bannock St., Denver, CO 80204.

Helps develop a learning environment for children.

Bonjour. Scholastic, 730 Broadway, New York, NY 10003.

Published monthly, September through May, for first year French classes. Has picture stories, word games, and puzzles to develop fluency in French.

Boy's Life. Boy Scouts of America, 1325 Walnut Hill Lane, Irving, TX 75062.

Published monthly for boys 8-18. Includes articles on sports and recreation, outdoor life, science, and some fiction. Also available in Braille from Volunteer Services for the Blind, 919 Walnut St., Philadelphia, PA 19107.

California Weekly Explorer. California Weekly Explorer, Box 19553, Irvine, CA 92713.

Book reviews, charts, illustrations about California, in tabloid format. Published weekly.

Calli's Tales. Box 1224, Palmetto, FL 33561.

Book reviews for youth. Published quarterly.

Camping. American Camping Association, Bradford Woods, Martinsville, IN 46151.

Magazine for the whole family about camping.

Canadian Children's Annual. Pottatch Publications, 99 John St. S., Hamilton, Ontario L8N 2C2.

Short stories, articles, poems, comics, and activities to stimulate 9-13 year olds to read.

Canada and the World. Mclean Hunter Ltd., 481 University Ave., Toronto, Ontario M5W 1A7.

Current events magazine for high school students.

Career World. Curriculum Innovations, 3500 Western Ave. Highland Park, IL 60035.

Published September through May for grades 6-12. Introduces child to world of work.

Çá va. Scholastic, 730 Broadway, New York, NY 10003.

Level 2 French magazine for older children and teenagers to develop proficiency in French.

Chart Your Course. GCT Publishing Co., Box 6440, Mobile, AL 36660.

Published quarterly. Almost all of the magazine material is by children—by and for gifted and talented children, ages 12-18.

Chez nous. Scholastic, 730 Broadway, New York, NY 10003.

Aimed at senior high advanced French classes to develop fluency.

Chickadee. Young Naturalists Foundation, 59 Fourth St. East, Toronto, Ontario M5E 1B3.

Published monthly, except July and August, for children under 8 years. Has nature, environment, science, and industry information.

Child Life. Childrens' Better Health Institute, Benjamin Franklin Literary and Medical Society, 1100 Waterway Blvd, Indianapolis, IN 46206.

Published monthly (except in the summer) since 1922; has recently been transformed from general interest to emphasis on science fiction and finally to health. For ages 7-9. Note: Other magazines, such as *Childrens' Digest* and *Jack and Jill*, published by the same publisher tend to repeat same content.

Children's Digest. Benjamin Franklin Literary and Medical Society, 1100 Waterway Blvd., Indianapolis, IN 46206. (Formerly *Children's Playcraft*)

Published eight times a year. General information and fiction for children 8-10 years of age.

Children's Playmate. Benjamin Franklin Literary and Medical Society, 1100 Waterway Blvd., Indianapolis, IN 46206.

Published monthly. General information and fiction for children 5-7 years of age.

Choices: A Core Collection for Young Reluctant Readers. John Gordon Burke, Inc., Box 1492, Evanston, IL 60204.

Published three times a year. Lists books and other reading material to interest reluctant readers, elementary through junior high school.

Classical Calliope. Cobblestone Publishing, 28 Main Street, Peterborough, NH 03458.

Published bimonthly for junior and senior high school age students interested in the classics. Latin and Greek stories and origins of words.

Classroom Computer News. International Education, 24 Chilton St., Cambridge, MA 02138.

Serves students, teachers, media personnel, and librarians with computer news.

Cobblestone. Cobblestone Publishing, 28 Main Street, Peterborough, NH 03458.

A history magazine for young people; of exceptional quality.

Co-ed. Scholastic, 730 Broadway, New York, NY 10003

Published monthly except summers. Aimed at Home Economics students, grades 7-12.

Comin' Up. Windell Publishing, 94 Third Ave., New York, NY 10003.

For the 8-14 year old – games, puzzles, movie reviews, some fiction.

Creative Teens. Household Word Press, 1109 Georgia, S.E., Albuquerque, NM 87108.

International quarterly of original writing, artwork, and photography by talented teenagers.

Crickett. Open Court Publishing, Box 2670, Boulder, CO 80322.

Subtitled "The Magazine for Children," aimed at the elementary level child. Contains general information, fiction, games, puzzles.

Current Consumer and Lifestudies. Curriculum Innovations, 3500 Western Ave., Highland Park, IL 60035.

Published monthly during the school year for grades 7-12 but appropriate mainly for older child. Centers on adult matters of family living, money management, interpersonal relations, shopping, etc.

Current Health, 1. Curriculum Innovations, 3500 Western Ave., Highland Park, IL 60035.

For grades 4-7, mainly for use in health education classes.

Current Health, 2. Curriculum Innovations, 3500 Western Ave., Highland Park, IL 60035.

For grades 7-12, mainly for use in health education.

Curious Naturalist. Massachusetts Audubon Society, S. Great Road, Lincoln, MA 01773.

Magazine of nature studies for children of early elementary age.

Digit. Beckwith-Benton, Box 29996, San Francisco, CA 94129.

Published bimonthly for children ages 8-14 – general information.

Dirt Bike. Daisy/Torque Publishing, 16200 Ventura Blvd., Encino, CA 91436.

Covers bike information and advice for riders; tests, technology, and competition.

Discovery. Light and Life Press, 999 College Ave., Winona Lake, IN 46590.

Leisure time reading, fiction, crafts, nature articles and writer and artist columns by readers.

Dolphin Log. Costeau Society, 930 W. 21st., Norfolk, VA 23517.

Science discovery magazine for 7-15 year olds.

Duckburg Times. 400 Valleyview, Selah, WA 98942.

Published quarterly; contains advanced level book reviews.

Dynamath. Scholastic, 730 Broadway, New York, NY 10003.

Published monthly during school year for grades 5 and 6. Shows math's many roles in the real world, space, sports; encourages child to build reasoning skills.

Ebony Jr. Johnson Publishing, 820 S. Michigan Ave., Chicago, IL 60605.

Published monthly for ages 6-12 with emphasis on current events, profiles of outstanding peers, black history, games, crafts, etc. Contents are designed to accelerate reading and spelling, develop comprehension, and build creative skills.

Electric Company. Children's Television Workshop, 200 Watt St., Boulder, CO 80322.

Published 8 times a year. For 6-10 year olds. No story beyond three pages, heavy use of photographs.

Enter. Children's Television Workshop, 200 Watt St., Boulder, CO 80322.

Ten issues a year aimed at exploring the world of computers and technology.

Exploring Journal. Boy Scouts of America, 1325 Walnut Hill Lane, Irving, TX 75062 (formerly *Exploring*)

Aimed at the Explorer Scout, it explores various career options for the junior and senior high school student.

For Younger Readers: Braille and Talking Books. American Foundation for the Blind, 15 W. 16th St., New York, NY 10011.

Lists books available in braille or on records/cassettes.

FPS: A Magazine of Young People's Liberation. Youth Liberation of Ann Arbor, 2007 Washtenaw Ave., Ann Arbor, MI 48104.

A magazine about children and youth, concentrating on issues of children's rights, student organization, views of children in society.

Gifted Children Newsletter. Gifted and Talented Publishers, Inc., Box 115, Sewell, NJ 08080.

Newsletter for parents and gifted children.

Health Explorer. Children's Better Health Institute, Benjamin Franklin Literary and Medical Society, 1100 Waterway Blvd., Indianapolis, IN 46205.

Quarterly for children ages 9-11. Seeks to involve young readers in the relationship between health and daily life.

Highlights for Children. 2300 W. Fifth Ave., Columbus, OH 43216.

Monthly except summer, this magazine stresses basic skills and knowledge, creativity, ability to think and reason, sensitivity to others, and high ideals and worthy ways of living. For ages 2-11.

Highwire. Community Publishing Services, 217 Jackson St., Lowell, MA 01852.

News magazine by students for students.

Hoy Dia. Scholastic, 730 Broadway, New York, NY 10003.

Six issues during the school year, this is a Level 3 magazine for students in advanced Spanish classes.

Humpty Dumpty's Magazine. Children's Better Health Institute, Benjamin Franklin Literary and Medical Society, 1100 Waterway Blvd., Indianapolis, IN 46206.

Once a magazine of general interest published by Parents Magazine Enterprises, this is now a health-oriented periodical much like the other ones published by the institute for younger children. Stresses health through games, riddles, recipes, and simple crossword puzzles. Nutrition, exercise, and safety permeate the magazine. For ages 4-6.

Illinois History. Illinois State Historical Society Library, Old State Capitol, Springfield, IL 62706.

Published monthly during school year for secondary schools in Illinois. All articles are written by students in grades 7-12.

Insports. Creative Education, 123 Broad St., Mankato, MN 56001.

Published quarterly in hardcover, it carries about ten stories on sports figures for grades 2 to 12. Reading level – grade 5.

Jack and Jill. Children's Better Health Institute, Benjamin Franklin Literary and Medical Society, 1100 Waterway Blvd., Indianapolis, IN 46206.

Published monthly, except during vacation periods. For children 6-8 years of age, it emphasizes health and includes nonfiction and fiction. (Braille ed.)

JAM. 247 Marlee Ave., #206, Toronto, Ontario, M6B 4B8.

Caters to the lifestyle of the 9-15 year old girl. Includes some fiction.

Junior Farmer and 4-H Enthusiast. Ontario Ministry of Agriculture and Food, Parliament Buildings, Toronto, Ontario, M7A 1B2.

Farming and agriculture news and information for youth.

Junior Medical Detective. Children's Better Health Institute, Benjamin Franklin Literary and Medical Society, 1100 Waterway Blvd., Indianapolis, IN 46206.

Quarterly for ages 9-11 which introduces young readers to the world of medical investigation. Includes puzzles and articles on historical and modern aspects of medicine.

Junior Scholastic. Scholastic, 730 Broadway, New York, NY 10003.

Published during the school year, it is a social studies biweekly for grades 6-8. Helps students explore their own country, the world, and U.S. history. A year long map and map skills program is related to the articles and shorter pieces.

Junior State Report. Junior Statesmen Foundation, 190 California Ave., Palo Alto, CA 94306.

Journal of the Junior Statesmen of America, a nonpartisan organization of high school students interested in government.

Juvenile Miscellany. University of Southern Mississippi, Southern Station, Box 5148, Hattiesburg, MS 39406.

Literature's quarterly newsletter, news about accessions to the collection at the university.

Keynoter. Key Club International, 101 East Erie Street, Chicago, IL 60611.

Subjects of interest to American and Canadian high school students.

Kometa. Scholastic, 730 Broadway, New York, NY 10003.

Russian language and culture for first and second year students.

Let's Find Out. Scholastic, 730 Broadway, New York, NY 10003.

Monthly publication during school year for kindergartners. Explores the rapidly expanding world of the child with read-to-me stories, classroom calendars, take-home material, and games and activities that encourage children to use their senses to learn.

Literary Cavalcade. Scholastic, 730 Broadway, New York, NY 10003.

Published monthly for grades 9-12, discusses literature.

Loisirs. Scholastic, 730 Broadway, New York, NY 10003.

Current French news of interest to teenagers. For advanced French students.

National Geographic World. National Geographic Society, 17 and M Sts., N.W., Washington, DC 20036.

Published monthly for children 8-13 years of age. Content is about things children like most: wild animals, pets, hobbies, sports, and news of other children. Emphasis on natural history and science with beautiful full-color photographs.

Natural History. American Museum of Natural History, Central Park West at 79 St., New York, NY 10024.

For elementary students. Content is natural history.

Odyssey. AstroMedia Corp. 625 E. St. Paul Ave., Milwaukee, WI 53202.

Published monthly and subtitled, "The Young People's Magazine of Astronomy and Outer Space," its content is the earth and space programs. Many illustrations and photographs from NASA and other federal agencies. For children ages 8-14.

Olam Hadash. Hebrew Publications for Children, 515 Park Ave., New York, NY 10022. (In Hebrew)

Published for children to develop fluency in reading Hebrew, this illustrated periodical contains advice, book reviews, and charts.

On Key. JDL Publications, Box 1213, Montclair, NJ 07042.

Published 6 times a year. Magazine for young pianists ages 6-13.

Owl. Young Naturalist Foundation, 59 Front St. East, Toronto, Ontario M5E 1B3.

Published monthly except July and August, for ages 8-12. Includes articles of general interest as well as about the outdoors and wildlife. Also available in French entitled *Hibou* from Les Editions Heritage, 300 Arran St., St-Lambert, Quebec, J4P 3N4, Canada.

Peanut Butter. Scholastic, 730 Broadway, New York, NY 10003.

Published 6 times a year, for children ages 4-7. Has home learning and language arts builders, stories, riddles, puzzles, and prereading skill games. Includes a parents' page with tips for follow-up activities.

Penny Power. Consumers Union of United States, 256 Washington St., Mount Vernon, NY 10550.

Published bimonthly, gives information and advice about using money wisely with respect for youngsters' desire for credible and complete information.

Plays. Plays, I[illegible], 8 Arlington St., Boston, MA 02116.

Published monthly during school year, except one issue for Jan./Feb. Each issue has about 8 plays, some for middle and lower grades; a skit, puppet play, or monologue; and a dramatized classic. Mainly for junior and senior high drama students.

Qué tal? Scholastic, 730 Broadway, New York, NY 10003.

A classroom periodical for first year Spanish students which provides picture stories, word games, and puzzles to give beginners the confidence to use a new language.

Das Rad. Scholastic, 730 Broadway, New York, NY 10003.

Published monthly during school year for beginning German students. Others in the series are *Schuss*, Level 2, and *Der Roller* for Level 3 students.

Rainbow. Ukranian National Association, 30 Montgomery St., Jersey City, NJ 07302.

For beginning students of Ukranian to develop fluency in the language.

Ranger Rick. National Wildlife Federation, 1412 16th St., N.W., Washington, DC 20036.

Published monthly for children ages 5-12 but targeted at 9 year olds. Aims to teach children about wildlife, natural history, and natural science and the environment. Beautiful full-color photographs.

Roots. Minnesota Historical Society, 1500 Mississippi St., St. Paul, MN 55101.

Published 3 times a year and designed for classroom use, it is centered on a topic related to Minnesota history, its people, land, and industries.

Scholastic. Scholastic, 730 Broadway, New York, NY 10003.

Scholastic News has a series of news reports for various ages.

Let's Find Out	Kindergarten
Pilot 1	Grade 1
Ranger 2	Grade 2
Trails 3	Grade 3
Explorer 4	Grade 4
New Citizen	Grade 5
Newstime	Grade 6

Scholastic publishes a variety of magazines for various content areas and for students with low reading levels.

Action Grades 7-9; reading level 2-4
Includes literary classics, television and film tie-ins, career development, consumer skills, and personal attitudes.

Sprint Grades 4-6; reading level 2.0-2.9
Especially designed for the poor reader to help develop positive reading habits.

Scope Grades 8-12; reading levels 4-7
A language arts magazine to give a balanced program of reading for pleasure.

Math Grades 7-9

Follows up on DynaMath, which is for grades 5 and 6. Develops reasoning, has mind-stretching math problems, and consumer math.

Update Grades 8-12 (formerly *American Observer*)

General news magazine with book reviews and film reviews also.

Voice Grades 8-12.

Replaced *Practical English*–a language arts paper.

Science World Grades 7-10

Provides an update on the world of science and technology in a lively format.

Scienceland. 501 Fifth Ave., New York, NY 10017.

Published monthly during school year, aimed at kindergarten through age 8. The study of science is presented through simple storylike articles and colorful graphics and photos.

Seedling Series: Short Story International. International Cultural Exchange, 6 Sheffield Rd., Great Neck, NY 11021.

Aimed at grades 4-7, it reprints stories from books and magazines with stories from different parts of the world.

Selection. New Spectrum, Box 5060, Stanford, CA 94305.

A quarterly of books and activities for families to share.

Sesame Street Magazine. Children's Television Workshop, Box 2896, Boulder, CO 80322.

Consists of games, puzzles, and picture stories for children ages 2-6.

Sky and Telescope. Sky Publishing Corporation, 49 Bay State Rd., Cambridge, MA 02238.

For students and professionals. High school level reading ability required.

Soccer Digest. Century Publications, 1020 Church St., Evanston, IL 6020

Information on soccer league play, statistics, schedules, features on the game and players, professional and amateur.

El Sol. Scholastic, 730 Broadway, New York, NY 10003.

Level 2 Spanish magazine that is highly pictorial and intended for high school students.

Sports Now! Sporting News, 1212 N. Lindbergh Blvd., St. Louis, MO 63132.

For children ages 12-18. Covers most sports and sports figures.

Stone Soup. Children's Art Foundation, Box 83, Santa Cruz, CA 95063.

Published 5 times a year for children ages 5-13, this magazine consists of work of children, including the artwork on the cover.

Student Series: Short Story International. International Cultural Exchange, 6 Sheffield Rd., Great Neck, NY 11021.

Quarterly for grades 8-12 comparable to *Seedling Series* for grades 4-7. Reprints stories from other sources to help open the door to knowledge and understanding of other cultures.

Teen. Peterson Publishing Co., 8490 Sunset Blvd., Los Angeles, CA 90069.

Total service magazine for teen girls, 12-19. Focus on self improvement in grooming and physical and intellectual growth.

Teen Generation. Canadian High News, Today's Generation, Quadrelle Publications, 1 Milgate Cres., Willowdale, Ontario M2K 1L5.

Teen interests – careers, fashion, grooming, sports, entertainment, cooking, advice, reviews, and social issues.

Teen Times. Future Homemakers of America, 2010 Massachusetts Ave., N., Washington, DC 20036

Articles deal with FHA /Hero Chapter projects and teen concerns about consumer education, homemaking, family life, education and home economics related careers.

3-2-1 Contact. Children's Television Workshop, Box 2923, Boulder, CO 80322.

A science magazine for children 8-14, published monthly except January and August.

Today's Generation. Canadian High News, Ltd., 62 Shattesbury, Ave., Toronto, Ontario.

Career, educational material, and sports, fashions, and social concerns of youth.

Trailblazers Digest for Young Canadians. Campbell Publishing (Ontario), Ltd., 880 Wellington St., Ottawa, Ontario K1P 5P9.

Fiction, true-life adventure, comics, feature columns, and joke pages.

Turtle Magazine for Preschool Kids. Children's Better Health Institute, Benjamin Franklin Literary and Medical Society, 1100 Waterway Blvd., Indianapolis, IN 46206.

Published monthly for children ages 2-5. Centers on health, safety, exercise, and nutrition.

Vermont Children's Magazine. Box 941, Burlington, VT 05401.

Poetry, fiction, art, photos, and music, all done by children.

Wade Art Magazine. 1422 E. Albion St., Milwaukee, WI 53202.

For children ages 5-14 and their parents and teachers. The purpose is to help children understand the human values of art, painting, sculpture, music, theater, and literature. Almost half of the contents are pictorial: reproductions of paintings and photographs of sculpture. Published 4 times a year.

Wee Wisdom. Unity School of Christianity, Unity Village, MO 64065.

Dates to 1893, its purpose is character-building without preaching. For children ages 6-12. (In Braille also)

Weekly Reader Newspapers. Xerox Education Publications, 1250 Fairwood Ave., Columbus, OH 43216.

These are a graded series of newspapers with eight editions a year for preschool through grade 6. There is also a summer edition.

Weekly Reader Funday	Prekindergarten
My Weekly Reader Surprise	Kindergarten
Buddy's Weekly Reader	Grade 1
Weekly Reader News Hunt	Grade 2
Weekly Reader News Patrol	Grade 3
Weekly Reader News Parade	Grade 4
Weekly Reader Eye	Grade 5
Senior Weekly Reader	Grade 6
Know Your World Extra	Grades 4 and up; reading levels 1-3
Current Events	Grades 6-10; reading levels 5-7
Current Science	Grades 6-10; reading levels 5-7
Read	Grades 6-10; reading levels 5-7
D.J.'s Summer Weekly Reader	Varies

Writing! Curriculum Innovations, 3500 Western Ave., Highland Park, IL 60035.

For grades 7-12, this monthly magazine is devoted to writing skills.

YABA. Young American Bowling Alliance, 5301 S. 76 St., Greendale, WI 53129.

Formerly *Junior Bowler,* the magazine is published 6 times a year for bowlers under age 21.

Your Own Backyard. National Wildlife Federation, 1412 16th St., N.W., Washington, DC 20036.

Nature magazine aimed at the preschooler, designed to encourage children's natural curiosity as they begin to read. Includes a parent letter of tips, ideas, and special features.

Zoonooz. Zoological Society of San Diego, San Diego, CA 92112.

Newsletter of the San Diego Zoo about animals in the zoo.

Periodicals for Parents

American Baby. 575 Lexington Ave., New York, NY 10022.

Articles on various aspects of pre- and postnatal care for mother and baby and early learning features.

Baby Talk. 185 Madison Ave., New York, NY 10016.

Includes articles about infants and young children.

Children's House/Children's World. Children's House, Box 111, Caldwell, NJ 07006.

Magazine for parents, teachers, and professionals about today's children.

Children's Literature in Review. Oakland University, School of Human and Educational Services, c/o Ruth Brown, Rochester, MI 48063.

Reviews of children's literature.

Exceptional Children. Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091.

Articles focus on children with special needs.

The Exceptional Parent. 296 Boylston St., Boston, MA 02116.

Includes articles for parents and professionals concerned with children's disabilities. Emphasizes view that the child is of main concern and the disability is secondary.

Family Journal. W.J. Wheeler Publishing, Box 815, Brattleboro, VT 05301.

Covers families of children up to about age 8 who desire useful information and advice. Includes column on books for parents and children.

Family Learning. Pitman Learning, Inc. 5615 W. Cermak Rd., Cicero, IL 60650.

Provides informative articles for parents, home activities in the 3 Rs, book reviews, health information, and a pull-out poster each month.

Gifted Children Newsletter for the Parents of Children with Great Promise. Box 115, Sewellen, NJ 08080.

Monthly newsletter for parents. Deals with parenting and education of gifted children.

Good Parenting. 21 Charles St., Westport, CT 06880.

Aims at fostering the continued involvement of parents with their children's educational and emotional development from early childhood through adolescence.

Growing Child. Dunn and Hargett, 22 N. Second St., Box 620, Lafayette, IN 47902.

Aimed at young parents, this monthly newsletter presents ideas for educating children birth to age 5.

Knowing and Growing. Educational Publications, Inc., Box 281, Boulder, CO 80306.

Covers child care and parental guidance. Includes brief reviews of parenting books, several children's books on one theme, and activities to do with children.

Network, The Paper for Parents. National Committee for Citizens in Education, 410 Wild Lake Village Green, Columbia, MD 21044.

Covers parent/citizen involvement in public schools in 8 issues yearly.

Newsletter of Parenting. Highlights for Children, Inc., 803 Church St., Honesdale, PA 18431.

A monthly newsletter for parents from the publishers of *Highlights Magazine* for children. Includes suggestions of activities parents can use at home with their children ages 2-12.

Parents. Parents' Magazine Enterprises, 685 Third Ave., New York, NY 10017.

On rearing children from crib to college.

Parents' Choice. Box 185, Waban, MA 02168.

Aimed at alerting parents to trends and events in books, TV, records, films, toys, and computer software.

Parents' Magazine. 52 Vanderbilt Ave., New York, NY 10017.

Includes articles covering all phases of infant and child care, prenatal to age 17. Also includes articles on child rearing and school and community problems.

Practical Parenting Newsletter. 18326 Minnetonka Blvd., Wayzata, MN 55391.

Contains shared information from subscribers and features about parenting concerns and summary of recent news of interest to parents.

Sesame Street Parents Newsletter. Children's Television Workshop, 1 Lincoln Plaza, New York, NY 10023.

Covers parenting for parents of children ages 2-8. Includes articles of general interest on reading and creativity in children.

Working Parents. 441 Lexington Ave., New York, NY 10017.

Contains articles and editorials to help working parents with new problems and new opportunities.

Audiovisual Materials

Berry, Gene, Lorna Matheson, & M. Donald Thomas. *Parent Activism that Can Help You.* Reston, VA: NASSP Audiovisual Inservice Training Materials, 1982-1983.

Outlines a volunteer school program in Salt Lake City, Utah, schools. Uses as volunteers citizens in the community who no longer have children in school. Explains this can improve the quality of education as well as help with budget cuts.

Cooperating with Your Child's School. JAB Press, P.O. Box 39852, Los Angeles, CA 90039.

Shows how parents can work closely with the school so children can attain maximum achievement.

Feeley, Joan, & Ethel Lesh. *An Eclectic Approach to Beginning Reading.* JAB Press, P.O. Box 39852, Los Angeles, CA 90039.

Series of four sound filmstrips showing how an experienced first grade teacher organized a beginning reading program. The fourth filmstrip presents many in and out of class activities children can do independently including home activities.

Getting Ready for First Grade. JAB Press, P.O. Box 39852, Los Angeles, CA 90039.

Presents how parents can help preschool youngsters through specific actions and activities.

Helping Your Child with Reading. JAB Press, P.O. Box 39852, Los Angeles, CA 90039.

Describes methods and a philosophy of working with children in the area of reading and development of language skills for preschool and school levels. (audiotape)

Henry, Marguerite. *Story of a Book.* Pied Piper Productions, Box 320, Verdugo City, CA 91406, 1980.

Film depicts for children how Henry wrote *San Domingo: The Medicine Hat Stallion.* Tells of her love for horses as a child, how she researches for her writing, and her many revisions of her first drafts.

High/Scope Foundation. 600 North Penn St., Ypsilanti, MI 48192-2898.

The following films and filmstrips are available from High/Scope. They are unscripted videotapes done in homes and transferred to film. Programs with asterisk available in video format for purchase only.

**Opportunities for Learning* (27 min.)
Film is designed to stimulate discussion among parents and infant caregivers. Illustrates the process of exploration and discovery that is characteristic of most one and two year olds by following the activities of one child through a series of play situations. In order to learn from their environment, children need materials for playing and learning, time to try things out, people to help them and to have fun with, and freedom to learn on their own. Each section of the film focuses on one of these elements and gives suggestions to parents on how they can provide opportunities for learning in the home.

**Babies Like Attention* (13 min.)
Clips from home visits chosen to stimulate discussion of the use of praise and encouragement with infants. Includes spontaneous reactions of a group of mothers who watched themselves interacting with their children on videotape. Each mother gives a summary of her views on praise and encouragement and suggests things she feels are important to remember when interacting with a child. A good introduction for parents to the home-visit situation.

**A Special Kind of Mother* (15 min.)
Film features, and is narrated by, a mother from High/Scope's Infant Videotaping Project. It focuses on some of the special skills a mother can learn. Interactions between this mother and her baby point up her ability to understand, interpret, and act upon her child's needs. Throughout the film she comments on her actions with the child and how she thought the baby felt at the time.

**Learning through Problems: A Baby's Point of View* (10 min.)

A problem that's easy for an adult, such as holding two rattles at the same time, is very difficult for a baby. This film asks viewers to observe events from the baby's point of view. Shows how complex sitting, holding, moving and pulling can be for an infant and how babies' sensory-motor explorations and difficulties can be turned into learning experiences which are fun for both baby and parent.

**Cans: Toys for Learning* (17 min.)

Practical demonstration of how a simple household object can be used as an educational toy. Infants are shown progressing from simple manipulation, to recognition of objects inside a can, to putting objects back inside the can. Film shows how activities can be made more complex once the infant becomes aware of the variety of the can's uses. For example, by adding a lid for the baby to remove and replace and by putting a hole in the lid through which the baby can drop objects, complexity is increasing. There are suggestions for using other household objects in a similar manner.

**Responding to a Baby's Actions* (24 min.)

Babies have special ways of letting adults know their participation is wanted. Adults' responses can take many forms. Some of the possible adult responses are illustrated in this film. Following a summary of these responses, three unnarrated examples of adult-child interactions are presented for use in group discussions. Includes discussion guide.

Your Baby's Day: A Time for Learning (12 min. color filmstrip/cassette)

Demonstrates appropriate activities for adults which will enhance babies' development through routine activities. Program is designed to make parents aware of their vital role in a baby's development at three important stages: newborn, 4-8 months, and 8 months to 1 year. Useful for parents-to-be, high school and community college courses in child development, and for training adults in day care centers. Realistic, supportive suggestions for adult-infant interactions. Print guide included.

Home Practice and Reading. JAB Press, Box 39852, Los Angeles, CA 90039.

Presents how parents can serve as tutors, cooperating with the teacher on a daily basis.

How to Develop a Good Parent-Child Relationship. JAB Press, Box 39852, Los Angeles, CA 90039.

Stresses that communication is essential to a good parent-child relationship.

How to Help with Writing and Spelling. JAB Press, Box 39852, Los Angeles, CA 90039.

Parents can promote correct study habits and improve writing and spelling by giving assistance at home.

The Lone Parent: Problems and Solutions. JAB Press, Box 39852, Los Angeles, CA 90039.

Stresses good communication which helps both parent and child to adjust.

Mazurkiewicz, Albert J. *Remedial Reading: Who, What, Why and How?* JAB Film Library, Box 315, Franklin Lakes, NJ, 07417.

This 23 minute, 16mm color film illustrates basic concepts in the development of problem readers and children's diagnostic and remedial activities.

Morton Botel on Parents and Reading. JAB Press, Box 315, Franklin Lakes, NJ 07417. (audiotape)

Discusses involving parents in the beginning reading of their children.

Parenting Materials: An Evaluative Annotation of Audiovisuals for Effective Parenting. Charleston, WV: Appalachia Educational Laboratory, 1983.

Catalogs 154 existing audiovisual materials relevant to parenting. Summarizes the content and gives brief technical evaluation.

Parents and Reading. JAB Press, Box 39852, Los Angeles, CA 90039. (audiotape)

Six tapes designed to help parents better understand how children learn to read and develop skills to assist their children in reading.

Parents and the Slow Learner. JAB Press, Box 39852, Los Angeles, CA 90039.

Slow learners need extra time for learning, and parents can help by providing extra practice sessions at home.

Parents are Teachers, Too. JAB Press, Box 39852, Los Angeles, CA 90039.

Parents can serve as models for learning and can teach through everyday activities when children are ready to learn.

Parents Help with Beginning Reading. JAB Press, Box 39852, Los Angeles, CA 90039.

Emphasizes that parents can help with beginning reading at home by reading stories aloud and working with readiness activities.

Parents Help with Homework. JAB Press, Box 39852, Los Angeles, CA 90039.

Parents can assist by serving as tutors when necessary.

Parents Help with Math and Science. JAB Press, Box 39852, Los Angeles, CA 90039.

Shows how a parent can help by gaining an understanding of each subject and then giving help as needed.

Parents Learn about Phonics. JAB Press, Box 39852, Los Angeles, CA 90039.

Helps parents understand the knowledge of phonics rules, including the various vowel and consonant sounds, and the structure of words.

Quisenberry, Nancy, & Charles Klasek. JAB Press, P.O. 39852, Los Angeles, CA 90039.

Series of 3 tapes examining the effects of TV on today's children, current research, and suggestions for positive uses of TV.

Reading: An Introduction. JAB Press, Box 315, Franklin Lakes, NJ 07417. (rental or purchase)

This 25 minute, 16 mm color film is aimed at teachers, administrators, and parents. Demonstrates four basic ways of teaching reading. Shows similarities and differences among programs in a nonjudgmental format.

Reading Begins at Home, Parents and Reading Committee. International Reading Association, 1980.

This 10-1/2 minute presentation contains an 80 slide carousel, script, and cassette tape.

Schwann Children's Record and Tape Guide. W. Schwann, Inc., 137 Newbury St., Boston, MA 02116.

A guide to records and tapes for children.

What Every Parent Should Know about Early Childhood and Reading Development. JAB Press, Box 213, Fair Lawn, NJ 07410, 1979.

An audiotape describing stages in early childhood and reading development.

Booklists and Selection Aids

One of the questions parents most frequently ask educators is “How can I select books for my child?” Educators need a ready list of aids to help them select books to recommend to parents. The 114 booklists and selection aids included here can assist both parents and educators to find books considered to be quality literature for children, books to be enjoyed together or alone, books of various reading and interest levels, and ways to select books for children and youth. Most librarians are familiar with these source books and also can assist in choosing books that appeal to children.

The AAAS Science Booklist for Children, Third Edition. Compiled by Hilary J. Desson. American Association for the Advancement of Science, 1972.

Annotated bibliography of nearly 1,300 science and mathematics books for grades 1-8, arranged by Dewey classification. Reading level is indicated and some high interest, low vocabulary materials are included.

Aids to Choosing Books for Your Children. Children's Book Council, 175 Fifth Ave., New York, NY 10010.

Lists books and booklists about children's books. Excellent for quantity distribution in children's literature classes. Revised frequently.

Arbuthnot, May Hill, M.M. Clark, R.M. Hadlow, and H.C. Long. *Children's Books Too Good to Miss,* Seventh Edition. New York: University Press Books, 1979.

Small but excellent book list of about 260 titles that include the“classics” of today and yesterday. Annotations are excellent as is a fine 16 page section on “The Artist and Children's Books.” Entries are classified according to age groups, and further as to type of book.

Arbuthnot, May Hill, & Zena Sutherland. *Children and Books*, Fourth Edition. Glenview, IL: Scott, Foresman, 1972.

Designed primarily for classes in children's literature, text includes a section on involving parents in education as well as book selection aids.

The ALAN Review. Assembly on Literature for Adolescents. Urbana, IL: National Council of Teachers of English.

Devoted to adolescent literature, the three issues each year contain "Clip and File" reviews of new hardback and paperback books as well as feature articles.

The American Library Association, 50 E. Huron St., Chicago, IL 60611.

Publishes several useful lists including "Notable Children's Books of the Year."

Beale, B. (Comp.). *Inexpensive Books for Parents of Handicapped Children: A Bibliography.* Montogomery, AL: Southeast Regional Resource Center, Auburn University at Montgomery, 1980.

Lists books of interest to parents of handicapped children.

Baechtold, Marguerite, & Eleanor McKinney. *Library Service for Families.* Hamden, CT: Library Professional Publications, 1983.

Describes various library service programs to meet the needs of families and their children.

Bibliography of Books for Children. Washington, DC: Association for Childhood Education International, 1980.

Revised edition includes an expanded reference section and annotations of more than 1,500 titles arranged by age level and subject with major awards noted.

Bookbird. International Board on Books for Young People. U.S. Office: Library of Foreign Children's Books, 119 Fifth Ave., New York, NY 10003. (international publication)

A quarterly that lists award winning selections in children's literature.

The Booklist and Subscription Books Bulletin. American Library Association, 50 E. Huron St., Chicago, IL 60611.

Reviews both adult and juvenile books, some before publication.Comprehensive reviews are annotated, graded by age levels and grades. Includes reviews of encyclopedias and reference books. Suggests the kind of library for which the books are recommended.

Book Review Digest. H.W. Wilson Company, 950 University Ave., Bronx, NY 10452.

Evaluates about 4,000 adult and children's books each year. Provides for comparison as several reviews of a book are listed in one source. Reviews are taken from English and U.S. periodicals devoted to reviewing current literature.

Books for Brotherhood. National Conference of Christians and Jews Committee, 43 West 47 Street, New York, NY 10019, 1965.

Printed annually, this annotated bibliography includes 37 titles appropriate for children.

Books for Children 1960-1965. American Library Association, Chicago, IL 60611, 1966.

Reviews 1,000 titles originally recommended for purchase in the Children's Section of *The Booklist and Subscription Books Bulletin.* Titles arranged according to a modified Dewey Decimal Classification.

Books for Children 1965-1966. American Library Association, Chicago, IL 60611, 1966.

This first annual compilation lists the 720 new titles from the Children's Books section of *The Booklist* from September 1965 to August 1966. Supplement is annotated, classified, and indexed.

The Book Stork, 44 Tee-Ar Place, Princeton, NJ 08640.

Book selection and consulting service.

Bulletin of the Center for Children's Books. Chicago: University of Chicago Press, Graduate Library School.

Monthly reviewing service. 900 to 1,000 books evaluated yearly.

Calendar. Children's Book Council, 175 Fifth Ave., New York, NY 10010.

Lists holidays that directly concern children's books and those which offer especially good possibilities for book displays. Titles of prizewinning books are given and TV shows based on children's books are noted. Presents a list of recent and available material concerning children's literature. Issued 4 times a year.

Carlsen, G. Robert, David P. Lass, & Elizabeth A. Belden. "1982 Books for Young Adults Poll," *English Journal,* 72 (January 1983), 76-80.

Results of annual poll of 16-19 year olds of popular new titles with descriptive annotations and discussions of several new trends in students' interests.

Carr, Jo. *Beyond Fact: Nonfiction for Children and Young People.* American Library Association, 1982.

Discusses nonfiction available for children and young adults.

Childhood Education. Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, DC 20016.

Magazine includes a monthly column on children's books that contains a dozen or more reviews of books for children ages 2 through 12.

Children's Books, 1963-1964. New York: American Institute of Graphic Art.

Children's Books, 1961-1962. New York: American Institute of Graphic Art.

Children's Books, 1958-1960. New York: American Institute of Graphic Art.

These catalogs reproduce a page from each of the books selected by the judges to appear in shows sponsored by the American Institute of Graphic Arts. Type of media used, number of colors, platemaker, typeface, composition, paper, printing, and binding are noted for each picture. Synopsis of the book is not given, since selection for the show is based on format only.

Children's Books, 1966. Compiled by Virginia Haviland and Lois Watt. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402, 1967.

Annotated list of about 200 books for preschool through junior high school children. Arranged by subject and age groups with reading levels indicated.

Children's Books: Awards and Prizes. Children's Book Council, 67 Irving Pl., New York, NY 10003.

Published annually. Lists the most recent winners of over 40 honors for children's books.

The Children's Book Council, 67 Irving Pl., New York, NY 10003.

A clearinghouse for information on children's literature and publisher's association encouraging the reading and enjoyment of children's books. Prepares a variety of colorful materials to encourage reading. Offers annual selective bibliographies of science and social studies children's books and a listing of Children's Choices.

Children's Books in Print. Detroit, MI: R.R. Bowker.

Annual author, title, and illustrator index of over 41,000 children's books. Companion volume is *Subject Guide to Children's Books in Print.*

Children's Books to Enrich the Social Studies, Bulletin #32. Compiled by Helen Huus. Washington, DC: National Council for the Social Studies, 1966.

Fiction and nonfiction are categorized under five major areas: Our World, Times Past, People Today, The World's Work, and Living Together. Complete annotations summarize content and give suggestions for use of the books. Especially useful for teachers.

Children's Literature: A Guide to Reference Sources. Prepared under the direction of Virginia Haviland and Margaret N. Coughlan. Library of Congress, U.S. Government Printing Office, Washington, DC 20402, 1966. Supplements in 1972, 1977, 1982.

Comprehensive guide to many reference sources in children's literature. Annotated bibliography describes books, articles and pamphlets concerned with the study of children's books in this country and throughout the world. Has an especially useful section on the historical development of children's literature.

Child Study Association of America. *The Childrens' Bookshelf.* New York: Bantam Books, 1962.

Parents' guide to selecting books.

Cianciolo, Patricia. *Adventuring with Books: A Booklist for Prekindergarten to Grade 8.* Urbana, IL: National Council of Teachers of English, 1977.

Features approximately 2,500 children's titles with annotated entries for recent publications.

Cianciolo, Patricia (Ed.). *Picture Books for Children*, Second edition. Chicago: American Library Association, 1981.

Annotated entries are listed under categories such as fiction,nonfiction, and poetry and by age and interest. Emphasis on the affective domain of reading and the pleasurable experiences these books can provide.

"Classroom Choices for 1977: Books Chosen by Children," *Reading Teacher*, 31 (October 1977), 6-23.

Lists annotated bibliography of trade books compiled to aid teachers, librarians, and parents in identifying books children like.

Cleary, Florence Damon. *Blueprints for Better Reading.* New York: H.W. Wilson, 1972.

First published in 1957, this revised edition is useful in guiding and selecting materials according to children's interests.

Committee of National Congress of Parents and Teachers. *Let's Read Together: Books for Family Enjoyment.* Chicago: Children's Service Division, American Library Association, 1969.

Lists 750 titles with annotations by age and interests for preschool through 15 years of age.

Cosgrave, Mary Silva. "Outlook Tower," *Horn Book Magazine*, 58 (December 1982) 677-679.

Highlights 8 current adult books of interest to high school readers.

Cox, Juanita, & Beth S. Wallis. "Books for the Cajun Child – Lagniappe or a Little Something Extra for Multicultural Teaching," *Reading Teacher*, 36 (December 1982) 263-266.

Annotated bibliography of books dealing with Cajun themes.

Cullinan, Bernice, & M. Jerry Weiss. *Books I Read When I Was Young.* New York: Avon, 1980.

Anecdotes by adults of books they enjoyed reading as children.

Dreyer, Sharon S. (Ed.). *The Bookfinder: A Guide to Children's Literature about the Needs and Problems of Youth Aged 2-15.* Circle Pines, MN: American Guidance Service, 1981.

Identifies books according to their themes and provides synopses of titles listed.

Dutton Books for Children and Young People, 2 Park Ave., New York, NY 10016.

Lists recent children's and young adult's literature, including annual award and prize winning selections.

Eakin, Mary (Ed.). *Good Books for Children, 1950-1965.* University of Chicago Press, Chicago, IL 60637. Third Edition, 1966.

Includes the best of the books reviewed in the *Bulletin of the Center for Children's Books.* Titles arranged alphabetically by author. Approximate grade level indicated.

Edgeworth, M. *Parents' Assistant.* New York: Garland Publishers, 1983.

Classics of children's literature collected in six volumes.

Egoff, Sheila. *Thursday's Child: Trends and Patterns in Contemporary Children's Literature.* American Library Association, 1981.

Discusses current literature for children.

Elementary English (now *Language Arts*). National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801.

Monthly magazine regularly includes reviews of children's books with indications of grade levels and curriculum use. Frequent features are articles on children's interests in reading, authors, illustrators, and research.

Excellent Paperbacks for Children. Washington, DC: Association for Childhood Education International, 1979.

Children participated in the selection process of titles for this annotated, selective bibliography of paperbacks for children ages 2-14.

50 Favorite Paperbacks. New York: Bantam Books,April 1980.

Lists books from Mother Goose to Mysteries and Monsters for children 12 and under as selected by Nancy Larrick. List may be duplicated for distribution to parents and teachers.

Field, Carolyn W. *Special Collections in Children's Literature.*Chicago: American Library Association, 1982.

Listings of collections of children's books, including collections by subject and directory of collections done by state.

Gillespie, John T. *Paperback Books for Young People: An Annotated Guide to Publishers and Distributors*, Second Edition. Chicago: American Library Association, 1977.

Lists and describes all the leading paperback publishers and distributors of titles for young people in the United States and Canada.

Gillespie, John T., & Christine B. Gilbert (Eds.). *Best Books for Children*, Second Edition. New York, NY 10017, 1981. Published annually.

Over 4,000 approved titles are included in this booklist. Annotations are arranged by grade and subject. Includes an author/illustrator index and a title/series index. Includes three grade ranges: preschool to third grade, grades four to six, grades seven and up.

Good and Inexpensive Books for Children. Washington, DC: Association for Childhood Education International, 1972.

Selections are based on quality and price and classified by fiction, biography, picture books, and hobbies. Includes author and title indexes and publisher list.

Gristlinger, L.J. "Dial-a-Story," in Ferne Johnson (Ed.), *Start Early for an Early Start.* Chicago: American Library Association, 1976.

Describes successful programs for preschoolers in which children can dial on the phone and hear a story told. Parents can follow up by getting the book from the library.

Guildoile, Elizabeth (Ed.) and the Committee on the Elementary School Book List, National Council of Teachers of English. *Adventuring with Books: A Book List for Elementary Schools.* A Signet Book published by the New American Library, 1301 Avenue of the Americas, New York, NY 10019,1966.

Classified bibliography of over 1,000 old favorites and recent publications. Briefly annotated. Includes price, date, and age levels. Listings organized under 32 subject categories.

Guildoile, Elizabeth. *Books for Beginning Readers.* Urbana, IL: National Council of Teachers of English, 1962.

Comprehensive list of over 300 titles providing material for children beginning to read on their own. Reading levels include grades 1-3, with books arranged by subject and author. 1963 supplement, *One Hundred More Books for Beginning Readers.*

Harber, Jean R., & Jane N. Beatty. *Reading and the Black English Speaking Child,* an annotated bibliography. Newark, DE: International Reading Association, 1978.

Presents information on literature for children.

Hearne, Betsy. *Choosing Books for Children: A Commonsense Guide.* New York: Delacorte Press, 1981.

Concise guidelines given for choosing the right book for a child. Recommends more than 100 titles, including some of the best authors and articles in children's books.

Hearne, Betsy, & Marilyn Kay (Eds.). *Celebrating Children's Books.* New York: Lothrop, Lee and Shepard, 1982.

Provides information about children's literature.

Heins, Ethel L., & others. "Early Winter Booklist," *Horn Book Magazine,* 58 (December 1982) 636-669.

Lists and annotates new books for children, arranged by categories: Christmas, picture, folklore, poetry, nonfiction, and stories for younger, intermediate, and older readers.

Heller, Frieda M. *I Can Read It Myself.* Columbus, Ohio: Ohio State University Publications Office, 1965.

Annotated bibliography for grades 1-3 and beginning readers, arranged by reading levels.

Horn Book Magazine, Horn Book, Inc., 585 Boylston St., Boston, MA 02116.

Devoted to children's books and reading, this magazine includes detailed reviews of current children's books. Emphasis placed on literary quality of the books. Entries classified by subject and age level. Articles about authors, illustrators, award books, and the history of children's literature are frequently featured. In October there is a "Fanfare" list of outstanding books of the preceding year. Published 6 times yearly.

Horner, C.T. *The Single Parent Family and Children's Books: An Analysis and Annotative Bibliography Appendix in Audiovisual Materials.* Metuchen, NJ: Scarecrow Press, 1978.

Provides an analysis and bibliography of many children's books including location, milieu, ethnic minority, and reasons for single parenthood.

Huck, Charlotte S. *Children's Literature in the Elementary School*, Third Edition. New York: Holt, Rinehart and Winston, 1979.

Discusses types and uses of children's literature in the elementary school.

Human Relations: A Basic Booklist. Edited by Madison Public Schools' Committee, Madison, WI, 1965.

Annotated bibliography of over 200 titles for kindergarten through grade 12. Titles arranged under appropriate age groups.

Index to Children's Poetry. Compiled by John E. and Sara W. Breuton. H.W. Wilson Company, 950 University Ave., Bronx, NY 10452, 1942.

Indexes 15,000 poems in 130 collections by title, subject, author, and first line. Estimated grade levels are indicated through grade 12.

Interracial Books for Children. Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023.

Junior Libraries. R.R. Bowker, 62 West 45 Street, New York, NY.

Published monthly, September through May.

Karl, Jean. "Building Interests and Selecting Books for Children," in Carl B. Smith (Ed.), *Parents and Reading.* Newark, DE: International Reading Association, 1971, 37-42.

Gives criteria for selecting books stressing quality literature and the unique interests of children. Advocates subtle and responsive guidance to enlarge children's interest without forcing books on them.

Kenworthy, Leonard B. *Studying the World: Selected Resources*, Revised Edition. New York: Teachers College Press, Columbia University, 1965.

Annotated bibliography of books, films, periodicals, pamphlets, and other materials. Grades 1-12. Arranged by geographic areas and world concerns. Kenworthy has also edited special lists for *Studying Africa, South America,* and *The Middle East*, available from the same source.

Kindergarten Portfolio. Washington, DC: Association for Childhood Education International, 1970.

Includes 14 leaflets on attitudes, environment, teacher-child-principal relationships, program and parental involvement, and an extensive bibliography.

Kircher, Clara J. *Behavior Patterns in Children's Books: A Bibliography.* Washington, DC: Catholic University Press of America, 1966.

Annotated bibliography of over 500 books organized under 22 different headings.

Kirkus Reviews. Kirkus Service, Inc., 200 Park Ave. S., New York, NY 10003.

Indexed bimonthly review publication.

The Kobrin Letter. 732 Greer Rd., Palo Alto, CA 94303.

Review letter for parents and other educators, concerning children's books about real people, places, and things. Published monthly, except for June and July.

Larrick, Nancy. *A Parents' Guide to Children's Reading,* Fourth Revised Edition. New York: Doubleday, 1975.

Handbook for parents suggesting appropriate titles for children at each stage of their development. Special chapters on poetry, reference books, TV, and comics. Section on how reading is taught today will answer many parental questions.

Larrick, Nancy. *A Parents' Guide to Children's Reading,* Fifth Edition. Philadelphia: Westminster Press, 1982.

See previous annotation.

Lehmann, Terry, & Joi Nobisso. *How to Fill an Empty Lap.* Water Mill, NY: Little Feat, 1980.

Provides an annotated list of picture books for children.

Let's Read Together: Books for Family Enjoyment. Edited by Committee of National Congress of Parents and Teachers and Children's Services Division, American Library Association. Chicago: American Library Association, 1964.

Annotated bibliography of about 750 titles for children from the youngest to those 15 years old. Arranged by categories of reader interest and age level. Intended as an aid to parents in selecting books for their children for family reading aloud, individual reading, and children's own libraries.

Let's Read Together: Books for Family Enjoyment, Fourth Edition. Chicago: Association for Library Service to Children, American Library Association, 1981.

First compiled in 1960, this lists superior books relevant to the interests of young people.

"Libraries are for Everyone," *Exceptional Parent*, 6 (June 1976), 43-46.

Lists resources found in local libraries including high interest/low vocabulary books for children with reading problems and books for children with disabilities.

Library Journal. R.R. Bowker, 1180 Avenue of the Americas, New York, NY 10036. Issued monthly from September to May.

Includes appraisals of approximately 1,500 new children's books yearly. Reviews written by practicing school and public librarians, and teachers. Single and double stars indicate better-than-average and exceptional quality books, respectively. Entries arranged by different grade levels and subject categories.

Light the Candles! Compiled by Marcia Dalphia, revised by Anne Thaxter Caton. Boston: Horn Book, 1960.

Annotated listing of poetry, stories, legends, carols, and plays about Christmas. Includes many suggestions for family reading.

MacDonald, Margaret Read. *Storyteller's Sourcebook: A Subject, Title, and Motif Index to Folklore Collections for Children*. Detroit, MI: Gale Research Company, 1982.

Includes 556 folktale collections and 389 picture books indexed by title, subject, motif, and ethnic or geographic region.

McWhirter, Mary Esther (Ed.). *Books for Friendship*, Third Edition. Philadelphia: American Friends Service Committee and Antidefamation League of B'nai B'rith, 1966.

Classified annotated bibliography of books for ages 6-15. Supplement updates list.

Mayard, Fredelle. *Guiding Your Child to a More Creative Life*. New York: Doubleday, 1973.

Lists books for children from preschool through elementary.

Meczuer, Seymour. *American History in Juvenile Books*. New York: H.W. Wilson.

Chronological bibliography of titles beginning with grade three and continuing through grade seven.

The Negro in Schoolroom Literature. Edited by Minnie W. Kiblitz. New York: Center for Urban Education, 1967.

Comprehensive bibliography of over 250 books that help children understand and appreciate the black American heritage. Listings include full bibliographic information, grade levels, and critical annotations of books kindergarten through sixth grade.

New York Times Book Review. New York Times, Sunday supplement.

Publication often includes a feature on children's books. Entire issues devoted to children's and young adult's books are published in spring and fall.

Notable Children's Books of 1966. Edited by the ALA Committee on Notable Children's Books. American Library Association, Chicago, IL 60611, 1967.

Each year an ALA committee selects what they consider to be the distinctive books of the preceding year. List appears first in the April issue of the *ALA Bulletin.*

Notable Children's Books, 1940-1970. Chicago: American Library Association, Children's Service Division, 1977.

Numally, Nancy. *Guide to Children's Magazines, Newspapers, Reference Books.* Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, DC 20016. Revised edition, 1966.

Annotated bibliography arranged by kinds of materials. Criteria for selection are stated. Particularly useful for teachers and parents.

Once Upon a Time, Revised Edition. Prepared by Augusta Baker and Committee. New York: New York Public Library, Library Sales Office, 1964.

Leaflet includes a discussion of methods and techniques for planning the library story hour. Includes some suggested programs and a bibliography of recommended stories for telling.

Opening Doors for Preschool Children and Their Parents, Second Edition. Chicago: American Library Association, 1981.

Annotates books and nonprint materials for parents and adults who work with preschool children.

Paperbound Book Guide for Elementary Schools. R.R. Bowker, 1180 Avenue of the Americas, New York, NY 10036, 1966.

Annotated catalog of available paperbacks appropriate for use in the elementary school. Lists 730 titles in two age groups, kindergarten through grade three and grades four through six. Subject categories are included in each age group. Includes list of paperback aids for teachers and librarians.

Paperbound Books for Young People, Second Edition. New York: R.R. Bowker, 1980.

Lists and annotates paperback books for young people.

Parents' Choice. Parents' Choice Foundation, Box 185, Waban, MA 02168.

Reviews children's media – books, television, movies, music, story records, toys, and games. Includes annual awards in children's media.

Perkins, Ralph. *Book Selection Media.* National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801, 1966.

Descriptive guide to 175 aids for selecting library materials. Includes guides for all ages from elementary school students to adults, and guides to specific subject matter from atomic energy to materials for retarded readers. Well organized; includes all bibliographic materials, cost, addresses, and evaluation of specific book selection aids.

Publishers Weekly. R.R. Bowker, 1180 Avenue of the Americas, New York, NY 10036.

February issue each year lists award winning children's books.

Ratiner, Steven. *Parents' Choice*, 5 (Spring 1982), 8, 24.

Describes and discusses children's magazines.

Roedder, Kathleen R., & others. *Bibliography of Books for Children.* Washington, DC: Association for Childhood Education International, 1980.

Lists variety of books of interest to children.

Saturday Review. Saturday Review, Box 10010, Des Moines, IA 50340.

Published bimonthly. Articles and reviews.

Schon, Isabel. "Recent Outstanding Books for Young Readers from Spanish Speaking Countries." *Reading Teacher*, 36 (November 1982), 206-209.

Describes children's literature suitable for young Hispanic students and English speaking readers who want to learn Spanish. Includes list of titles.

School Library Journal. R.R. Bowker, Magazine Division, 205 E. 42 St., New York, NY 10017.

Indexed monthly review publication includes bibliography, charts, and illustrations.

Selecting Materials for Children and Young Adults: A Bibliography of Bibliographies and Review Sources. American Library Association,1980.

Presents sources of materials for children and young adults.

Selection. New Spectrum, Box 5068, Stanford, CA 94305.

Thoughtful reviews and articles on books for children and young adults. Stresses use of books as a sharing experience within the family. Appears quarterly in newsletter format.

Small, Robert C., Jr. (Ed.). *Books for You: A Booklist for Senior High Students.* Urbana, IL: National Council of Teachers of English,1982.

Designed primarily for student use, nearly 1,400 new books of good literary quality and of interest to teenagers are listed with descriptions and by subject categories.

Spache, George D. *Good Reading for the Disadvantaged Reader*, Revised Edition. Champaign, IL: Garrard, 1975.

Lists multiethnic resources and books in which pupils can find positive images of their race or ethnic type.

Srygley, Sara. *Guide to Children's Magazines, Newspapers, Reference Books.* Association for Childhood Education International, n.d.

Annotated list of children's magazines, newspapers, and reference books.

Stensland, Anna Lee. *Literature by and about the American Indian: An Annotated Bibliography*, Second Edition. Urbana, IL: National Council of Teachers of English, 1979.

Descriptive annotations for over 775 titles including a section of elementary level books.

Subject Guide to Children's Books in Print. New York: R.R. Bowker, Annual Edition.

Cross-referenced subject arrangement of the 41,000 children's books listed in companion volume, *Children's Books in Print*, which is an author, title, and illustrator index. Both volumes revised annually.

Sunderlin, Sylvie (Ed.). *Bibliography of Books for Children*. Association for Childhood Education International, 1980.

Presents the best books reviewed by *Childhood Education* during the preceding two years. Covers a wide range of interests and reading abilities. Includes over 1,700 entries that are annotated, priced, and grouped by age levels. Booklist is well indexed and areas referenced are included.

Tarbert, Gary C. (Ed.). *Children's Book Review Index: Master Cumulation, 1969-1981*. Detroit, MI: Gale Research Company, 1982.

Four volume set covers over 400 periodicals that review children's books. Reviews from approximately 35,500 titles presented in alphabetical order by author's surname. Provides title index, also.

Tway, Eileen, & others (Eds.). *Reading Ladders for Human Relations*, Sixth Revised Edition. Washington, DC: American Council on Education, 1980.

Classified annotated bibliography of over 1,000 books for grades K-12. Titles are grouped under six headings. Under each thematic heading, books are arranged in order of difficulty providing the "reading ladders."

Tway, Eileen, & others (Eds.). *Reading Ladders for Human Relations*. National Council of Teachers of English, 1981.

See previous annotation.

Vogel, Brenda E. "Young Children, Books and Times of Stress," *Virginia English Bulletin*, 31 (Winter 1981) 70-73.

Booklists of titles published since 1970, appropriate for ages 8 and younger, which focus on four stressful situations: death, divorce, single parent families, and handicapping conditions.

Wagoner, Shirley A. "Mexican-Americans in Children's Literature Since 1970," *Reading Teacher*, 36, 3 (December 1982), 274-279.

Annotated bibliography of children's books dealing with Mexican-Americans. Discusses common themes found in these books.

Walker, Elinor (Ed.). *Book Bait: Detailed Notes on Adult Books Popular with Young People*, Third Edition. Chicago, IL: American Library Association, 1979.

Lists 100 books with extensive annotations; useful bibliography for bridging the gap between young adult and adult novels.

What's a Good Book? Selecting Books for Children. Weston Woods Studios, Weston, Ontario M9N 3M7, Canada, 1982.

27 minute color movie looks into the complexities and satisfactions of careful book selection. Resource for teachers, community groups, and library personnel.

White, Marian E. (Ed.). *High Interest/Easy Reading: For Junior and Senior High School Students.* Urbana, IL: National Council of Teachers of English, 1979.

Concise annotations of 432 titles selected to appeal to hard-to-interest adolescent readers.

White, Mary Lou (Ed.). *Adventuring with Books: A Booklist for Preschool-Grade 6.* Urbana, IL: National Council of Teachers of English, 1981.

Features approximately 2,500 children's titles with annotated entries for recent publications as well as many classics.

Wilson Library Bulletin. A.W. Wilson, 950 University Ave., Bronx, NY 10452. Issued monthly, September to June.

Includes reviews of current library reference books, news of literary awards, biographical sketches of authors, and a section devoted to displays of the month.

Wolfe, Ann G. *About 100 Books, A Gateway to Better Intergroup Understanding,* Fifth Edition. New York: The American Jewish Committee, Institute of Human Resources, 1965.

Annotated bibliography of books from 1962-1965, divided by ages 3-9, 8-13, 11-16, to promote better understanding of various ethnic and cultural groups.

Young Readers Review. Box 137, Wall Street Station, New York, NY 10005. Published monthly, September through June.

Presents extensive and definitive reviews of children's books, including both fiction and nonfiction. Each review compares the book with the author's previous work or with other similar books. Gives suggested age levels.

Book Awards

This appendix on children's book awards is included for general information. Often parents and educators are unaware that so many individuals and groups promote good books for children by periodic awards for quality literature.

Boston Globe-Horn Book Awards

Two awards which have been given annually since 1967, by the *Boston Globe* and *Horn Book Magazine*: one for outstanding text and one for outstanding illustrations.

Carnegie Medal

This award is given yearly in May by the British Library Association for a children's book of outstanding merit written by a British subject and published in the United Kingdom during the preceding year. First award was presented in 1937.

Child Study Association of America/Wel-Met Children's Book Award

First presented in 1943, this award is given annually to the author who deals most successfully with realistic problems in the contemporary world of young people.

Child Study Children's Book Committee at Bank Street College Award

Annual award to a "book for young people which deals realistically with problems in their contemporary world."

Corretta Scott King Award

Award given annually to an author for an outstanding inspirational and educational contribution, designed to promote better understanding and appreciation of the culture and contribution of all people to the American dream.

Council on Interracial Books for Children Award

This award has been given since 1968 to encourage the publication of children's books by minority writers.

Dorothy Canfield Fisher Children's Book Award

Annual award cosponsored by Vermont State PTA and State Department of Libraries. Winner chosen by Vermont school children from master list of 30 titles published the previous year.

International Board on Books for Young People (IBBY) Honor List

Presented every two years. Honor list titles are those chosen to be representative of the best in children's literature from each country, and recommended as suitable for publication throughout the world, thus furthering the IBBY objective of encouraging world understanding through children's literature.

International Reading Association Children's Book Award

Honors outstanding achievement in children's literature. Presented annually to an author who shows unusual promise for a career in children's literature. The award is given for a first or second book, either fiction or nonfiction, from any country, copyrighted during the previous calendar year.

John Newbery Medal

The Newbery Medal, announced in January, has been awarded annually since 1922 under the supervision of the American Library Association, Children's Services Division, for the most distinguished contribution to literature for children published in the United States during the preceding year. The award is limited to residents or citizens of the Unites States.

Jewish Book Council of America, Isaac Siegel Memorial Award

This award is given yearly in May, to the author of the best children's book on a Jewish theme published during the preceding year, or for cumulative contribution to Jewish juvenile literature. The award dates back to 1952.

Kate Greenaway Medal

Given annually in May to the most distinguished work in the illustration of children's books published in the United Kingdom during the preceding year.

Laura Ingalls Wilder Award

This medal was first given in 1954. Now it is given every five years to an author or illustrator whose books, published in the United States, have over a period of years made a substantial and lasting contribution to literature for children. Administered by American Library Association, Children's Services Division.

Lewis Carroll Shelf Award

This award is given by the University of Wisconsin to those books worthy of sharing a shelf with *Alice in Wonderland*. Books are selected by publishers, then submitted to a committee of five. Book must receive a unanimous vote to qualify for the award.

National Book Award

This award is given annually to an American author of a children's book, judged to be the best written children's book published in the United States during the previous year. The award dates back to 1969.

New York Academy of Sciences Children's Science Book Award

This annual award is given for two categories, Young Children and Older Children, for high quality books in the field of science for children.

Ohioana Book Award

This award is given annually in October by the Ohioana Library Association to an Ohio author who has written an outstanding book. The author must have been born in Ohio or lived there a minimum of five years. Not restricted to children's books.

Randolph J. Caldecott Medal

The Caldecott Medal has been awarded annually in January since 1938 (under the supervision of the American Library Association, Children's Services Division) to the illustrator of the most distinguished picture book for children published in the United States during the preceding year. The award is limited to residents or citizens of the United States.

Sequoyah Children's Book Award

Annual award by Sequoyah Children's Book Award Committee, a subcommittee of the Oklahoma Library Association. Oklahoma school children in grades 3-6 vote for the best book from a master list. For more detailed infor-

For more detailed information concerning children's book awards, consult *Children's Books: Awards and Prizes*, by Children's Book Council, Inc.